DOCUMENT RESUME

ED 054 094 SP 007 238

AUTHOR	Gaydosh, Ronald; And Others
TITLE	Social Science Curriculum Guide and Selected Multi-Media, K-6.
INSTITUTION	Clark County School District, Las Vegas, Nev.
PUB DATE	69
NOTE	338p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$13.16
DESCRIPTORS	*Anthropology, *Curriculum Guides, *Elementary School Curriculum, *Geography, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Kindergarten, *Social Sciences, Sociology

ABSTRACT

GRADES OR AGES: K-6. SUBJECT MATTER: Social science. ORGANIZATION AND PHYSICAL APPEARANCE: The introductory material includes an explanation of the rationale, definitions of the social science core disciplines, glossary of terms, guidelines for teaching, and descriptions of concepts. The main body of the guide is designed in a five-column arrangement: generalization, concepts, sub-concepts, behavioral objectives, and suggested multi-media. The contents include a detailed model of kindergarten anthropology, followed by sociology, levels 1, 2 and 3; anthropology, kindergarten and levels 1, 2 and 3; and geography, levels 4, 5 and 6. The guide is lithographed and spiral-bound with a soft cover. OBJECTIVES AND ACTIVITIES: Behavioral and long-range objectives are discussed in the introductory material. Behavioral objectives including activities, and detailed throughout the guide. INSTRUCTIONAL MATERIALS: Detailed lists are provided throughout the guide and include reference material, filmstrips, films, and records. STUDENT ASSESSMENT: No specific provision is made for evaluation. (MBM)

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ED054094

SOCIAL SCIENCE

A Curriculum Guide
Levels Kindergarten Through Six and Selected Multimedia

Developed by

The Department of Curriculum Services
Clark County School District
2832 East Flamingo Road, Las Vegas, Nevada 89109

Mr. Kenny C. Guinn
Superintendent

1969

SP007238

FOREWORD

Change has always been a basic part of life. However, the rapidly changing A
public schools in preparing children to meet these changes. A realistic picture
planned social science program. In an attempt to spearhead this change, there
interest focused on the "new" social science. Today's needs and tomorrow's ch
of the social disciplines.

Universally man is confronted with such factors of conflict as social, economic
normal growth and development of man and society. Students must develop who
factors, and learn to deal with it as a phase of reality. With this thought in mi
reflect our contribution in some small way to the solution of the world's larger

Provision has been made by the involvement of many people in the development
curriculum and flexible enough to meet the ever changing needs of our society.
of presenting the social sciences in a rational manner. It is hoped that as a res
effectiveness and efficiency in assisting children to reach their educational go
curriculum undertaking are to be commended for their fine professional work an
unique work will provide the children of the Clark County School District with
ment.

Kenny C. Guinn

Kenny C. Guinn
Superintendent

FOREWORD

ife. However, the rapidly changing American society has placed much responsibility on the
eet these changes. A realistic picture of the social world can be given to students through a well
ttempt to spearhead this change, there has been created a tremendous local, state, and national
nce. Today's needs and tomorrow's challenges must be met with a new structure and organization

actors of conflict as social, economic, and political forces. Yet, conflict is characteristic to the
nd society. Students must develop wholesome attitudes toward conflict, understand its initiatory
ise of reality. With this thought in mind initially applied to local problems, it will possibly
y to the solution of the world's larger problems.

ent of many people in the development of this curriculum guide to make it a vital ongoing
he ever changing needs of our society. It should provide teachers with the sequential guidelines
onal manner. It is hoped that as a result of its utilization, every teacher will attain maximum
children to reach their educational goals. Those individuals who have been involved in this
nded for their fine professional work and the educational cooperation they have exhibited. This
the Clark County School District with a social science program of continuous growth and develop-

ACKNOWLEDGMENTS

Much appreciation is due the members of the Social Science Curriculum Task Force for their willingne
ing this curriculum guide:

Mr. Ronald Gaydosh	Curriculum Consultant	Mr. Paul T. Gray
Mr. Dwight Billedeaux	Western High School	Mrs. Bernice Moten
Mrs. June Erfert	Bonanza Elementary School	Mr. Robert Zaletel

Further appreciation is expressed to the members of the Social Science Multi-Media Selection Commit
ating and selecting materials that are supportive to this guide:

Mr. Glenn Alleman, Chairman	Las Vegas High School	Mrs. Mary Kieser
Mr. Gary BeDunnah	J. C. Fremont Jr. High School	Mrs. Mary Louis
Mr. Phillip Cook	Rancho High School	Mr. Walter Mason
Mr. David Dwyer	Rancho High School	Mr. Kent McComb
Mr. Richard Fitzpatrick	Valley High School	Mr. John Murdoch
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Mr. Ward Gubler	E. W. Clark High School	Mrs. Helen Potter
Mr. J. Stuart Halliday	Rancho High School	Mrs. Mary Scritchfield
Mr. Hubert Hawkins	Western High School	Miss Elizabeth Sloan
Mrs. Jean Hirsch	So. Nev. Voc. Tech. Center	Mr. Ralph J. Wilde
Mr. Jack E. Howard	Overton Elementary School	Mrs. Joyce Willis
Miss Linda Johnson	Kit Carson Elementary School	Mr. James Woolston

A special acknowledgment is extended to the following teachers who served as members of the Socia
number of teachers, too numerous to mention here, who contributed meaningful reactions to this mate

Mrs. Sandra Barclay	Rex Bell Elementary School	Miss Carol Deputy
Mr. Jim Blazzard	Park Village Elementary School	Mr. Donald Dickson
Mr. Keith Byrner	Ira J. Earl Elementary School	Mr. Robert Frei
Mrs. Louise Carlisi	Vegas Verdes Elementary School	Mr. Richard Han
Mrs. Hazel Cast	Nellis Elementary School	Mrs. Ruth Hendricks
Mr. Steve Cozine	Lincoln Elementary School	Mr. John Hunt
Mr. H. Ray Cypret	Sunrise Acres Elementary School	Mrs. Elizabeth Jones

ACKNOWLEDGMENTS

cience Curriculum Task Force for their willingness to put in many extra hours of work in develop-

ultant	Mr. Paul T. Gray	Roy Martin Junior High School
hool	Mrs. Bernice Moten	William Orr Junior High School
tary School	Mr. Robert Zaletel	C. C. Ronnow Elementary School

e Social Science Multi-Media Selection Committee for the great effort they put forth in evalu-
is guide:

School	Mrs. Mary Kieser	J. Harold Brinley Jr. High School
r. High School	Mrs. Mary Louis	C. P. Squires Elementary School
hool	Mr. Walter Mason	Valley High School
hool	Mr. Kent McComb	Henderson Jr. High School
hool	Mr. John Murdoch	Boulder City Elementary School
tary School	Mr. Allen Nicholson	R. O. Gibson Jr. High School
gh School	Mrs. Helen Potter	Vegas Verdes Elementary School
hool	Mrs. Mary Scritchfield	Las Vegas High School
chool	Miss Elizabeth Sloan	R. O. Gibson Jr. High School
Tech. Center	Mr. Ralph J. Wilde	Doris Hancock Elementary School
tary School	Mrs. Joyce Willis	Ira J. Earl Elementary School
nentary School	Mr. James Woolston	Tom Williams Elementary School

ng teachers who served as members of the Social Science Reaction Committee and to the large
ho contributed meaningful reactions to this material in its working copy form:

ntary School	Miss Carol Deputy	Jo Mackey Elementary School
lementary School	Mr. Donald Dickson	Laura Dearing Elementary School
nentary School	Mr. Robert Frei	John F. Miller Elementary School
lementary School	Mr. Richard Han	Whitney Elementary School
ary School	Mrs. Ruth Hendricks	J. T. McWilliams Elementary School
ntary School	Mr. John Hunt	Valley High School
lementary School	Mrs. Elizabeth Jones	Las Vegas High School

Mrs. Lucille MacDonald	J. T. McWilliams Elementary School	Mrs. Susan Robinson
Mrs. Mary McDonald	Walter Bracken Elementary School	Mrs. Bernadine Shown
Mr. Bill Miller	E. W. Clark High School	Mr. Oren J. Spillett
Miss Paula Nordblom	Rancho High School	Mrs. Adelia Tobler
Mr. Duane A. Oaks	Roy Martin Jr. High School	Mrs. Burietta Tolander
Mr. David Owens	Mountain View Elementary School	Mrs. Carrie Townley
Mrs. Reitha Page	Tom Williams Elementary School	Mrs. Joyce Walker
Mr. Don Peterson	K. O. Knudson Jr. High School	Mrs. Venetia Wallace
Miss Katherine Redish	C. P. Squires Elementary School	Mr. Rick Watson

A special note of thanks goes to those members of the Social Science Reaction Committee who served a composite of reactions from all teachers who teach the social sciences.

Mr. H. Ray Cypret	Sunrise Acres Elementary School
Mr. Bill Miller	E. W. Clark High School
Mrs. Susan Robinson	C. C. Ronnow Elementary School

The following people served in a consultant capacity to this project and we are much indebted to them

Dr. Robert Baker, Project Director, Southwest Regional Laboratory
Miss Diane Barry, Consultant, University of California, Los Angeles
Dr. Barry Beyer, Director, Project Africa, Ohio State University
Mr. Scott Chalfant, Administrative Intern, Clark County School District
Mrs. Verna Fancett, Research Associate, Social Studies Curriculum Center, Syracuse University
Mr. Charles Fleming, Teacher Consultant, Clark County School District
Dr. John Haas, Associate Professor, Secondary Education, Utah State University
Dr. Albert Leep, Assistant Professor, Department of Elementary Education, Ohio University
Mr. Monte Littell, Teacher Consultant, Clark County School District
Mr. O. P. Lowe, Vice-P
Mr. Jack Mallon, Assista District
Mr. Larry Moses, Teacher
Dr. Milton Ploghoft, Dire Education, Ohio Univ
Dr. Roy Price, Project Di Syracuse University
Dr. Ralph Roske, Director Nevada, Las Vegas
Mr. Charles Sylvestri, Per District
Mr. Bernard Vidmar, Cons Department of Educat

chool	Mrs. Susan Robinson	C. C. Ronnow Elementary School
ool	Mrs. Bernadine Shown	Robert E. Lake Elementary School
	Mr. Oren J. Spillett.	Vail Pittman Elementary School
	Mrs. Adelia Tobler.	Crestwood Elementary School
	Mrs. Burietta Tolander	Paul Culley Elementary School
ool	Mrs. Carrie Townley	R. O. Gibson Jr. High School
l	Mrs. Joyce Walker	Bertha B. Ronzone Elementary School
l	Mrs. Venetia Wallace	Rose Warren Elementary School
ol	Mr. Rick Watson	Ruby Thomas Elementary School

Reaction Committee who served as revision writers thereby formulating a total
es.

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and we are much indebted to them for their guidance and many contributions:

- Mr. O. P. Lowe, Vice President, Mississippi State College
- Mr. Jack Mallon, Assistant Superintendent, Cleveland Heights School District
- Mr. Larry Moses, Teacher, Clark County School District
- Dr. Milton Ploghoft, Director, Cooperative Center For Social Science Education, Ohio University
- Dr. Roy Price, Project Director, Social Studies Curriculum Center, Syracuse University
- Dr. Ralph Roske, Director, Social Science Department, University of Nevada, Las Vegas
- Mr. Charles Sylvestri, Personnel Assistant, Clark County School District
- Mr. Bernard Vidmar, Consultant, Secondary Social Studies, Nevada State Department of Education

TABLE OF CONTENTS

ATIONALE 1
O THE TEACHER 2
HE SOCIAL STUDIES AND THE SOCIAL SCIENCES 3
EFINITIONS OF THE SOCIAL SCIENCE CORE DISCIPLINES 4
GLOSSARY OF TERMS 5
USING INQUIRY IN THE SOCIAL STUDIES— GUIDELINES FOR TEACHING 8
THE TEACHING-LEARNING PROCESS 10
BEHAVIORAL OBJECTIVES 11
LONG-RANGE OBJECTIVES 12
GUIDE FORMAT 13
GENERALIZATIONS FROM THE DISCIPLINES WITHIN THE SOCIAL SCIENCES 14
MAJOR SOCIAL SCIENCE CONCEPTS AND DESCRIPTIONS OF CONCEPTS 21
CLARK COUNTY SCHOOL DISTRICT SOCIAL SCIENCE MULTI-MEDIA SELECTION COMMITTEE, ...
AIMS AND OBJECTIVES 26
KINDERGARTEN MODEL—ANTHROPOLOGY 27
SOCIOLOGY—KINDERGARTEN 47
SOCIOLOGY—LEVEL 1 61
SOCIOLOGY—LEVEL 2 75

TABLE OF CONTENTS (cont'd)

SOCIOLOGY—LEVEL 3 87
ANTHROPOLOGY—KINDERGARTEN 101
ANTHROPOLOGY—LEVEL 1 111
ANTHROPOLOGY—LEVEL 2 121
ANTHROPOLOGY—LEVEL 3 131
GEOGRAPHY—LEVEL 4 139
GEOGRAPHY—LEVEL 5 151
GEOGRAPHY—LEVEL 6 163

RATIONALE

Social science classes bear the major responsibility for giving the child the most re
the conditions and problems of life that today's youth face as adults can only be h
conditions and problems that exist today. The broad directions of change can be
dealing with the unknown future is a realistic understanding of contemporary soci
shaping it.

The student of today should become more involved at every level with basic soci
student in today's complex world is one of the long-range goals of this Social Sci
environment should be developed by the student. He must be able to think throug
viction than he is doing today. Involvement is the key to this change.

Concern for approach to instruction, methods, skill development, and materials h
approach, discovery-inquiry method with emphasis on critical thinking skills, a p
the use of multimedia will be the major characteristics of this curriculum. It is i
ale will facilitate for the learner greater comprehension, better transfer of know

RATIONALE

r giving the child the most realistic picture possible of his social world. Although
face as adults can only be hypothesized now, they will have emerged from the
directions of change can be predicted. For this reason, the best preparation for
anding of contemporary society and the dynamics of change that are constantly re-

every level with basic social science concepts. The search for meaning for every
ange goals of this Social Science Curriculum Guide. The ability to cope with his
must be able to think through problems much more logically and with much more con-
ey to this change.

evelopment, and materials has determined the guidelines established. A conceptual
n critical thinking skills, a program reflecting all the social science disciplines, and
cs of this curriculum. It is intended that the teacher's firm commitment to this ration-
sion, better transfer of knowledge, and more meaningful subsequent learning.

TO THE TEACHER

The intent of this social science curriculum guide is to establish guidelines with a concer
development, and materials that will be used. A conceptual approach, a discovery-inqui
skills, a program reflecting all of the social science disciplines, and the use of multimed

When planning a social science lesson, start with a generalization in mind that may be u
no way expected to repeat a generalization verbatim. They will be successful if they co
struction has been oriented.

The concepts in this guide have been adopted from the Social Studies Curriculum Center
These concepts have been divided into the categories of substantive, value, and method.
not identified as concepts. They are envisioned as inevitable skills coming into focus as
utilized.

Sequence has been given to kindergarten through level six by assigning disciplines to be
at kindergarten through level three. Geography is stressed at levels four through six. T
given to those disciplines at the grade levels assigned. The concepts are designed to bri
work.

Detailed subject matter has not been placed into any sequential order. Factual informa
concepts, behavioral objectives, and multimedia used in lesson preparation. The conce
flexibility within the guide and adaptability to any type of school program.

The teacher must remember that classroom instruction starts with factual material first in
of instruction should enable the child to arrive at the large central idea--the generaliza

TO THE TEACHER

e is to establish guidelines with a concern for the approach to instruction, methods, skill
conceptual approach, a discovery-inquiry method with emphasis on critical thinking
nce disciplines, and the use of multimedia are the major charactertistics of this curriculum.

a generalization in mind that may be used as stated or may be reworded. Students are in
atim. They will be successful if they come near understanding the ideas to which the in-

om the Social Studies Curriculum Center, Syracuse University, directed by Dr. Roy Price.
gories of substantive, value, and method. The eight techniques and aspects of method are
as inevitable skills coming into focus as the inquiry method and conceptual approach is

h level six by assigning disciplines to be stressed. Anthropology and sociology are stressed
y is stressed at levels four through six. The teacher must keep in mind that emphasis should be
signed. The concepts are designed to bring other disciplines into focus during a unit of

o any sequential order. Factual information will be determined by the concepts, sub-
ia used in lesson preparation. The concepts have been structured open-ended to provide
any type of school program.

uction starts with factual material first introduced in a conceptual framework. This procedure
at the large central idea--the generalization.

THE SOCIAL STUDIES AND THE SOCIAL

The term social studies has traditionally been defined in reference to the social scien
the scholarly fields of study of man in his social environment. These disciplines inclu
chology, political science, economics, history, geography, and philosophy. The soc
social studies--the generalizations, concepts, and methods of inquiry.

The social foundations of curriculum planning in the social studies draw data from the
changing conditions, and our democratic heritage.

The psychological foundations of curriculum planning in the social studies draw data f
learning, child development, and other psychological-methodological aspects of instr

Social studies can then be defined as the social sciences adapted and simplified for pe

With this basic structure clearly defined, it is possible to achieve maximum value fro
the basic program to societal and individual needs and conditions. The emphasis is cl
foundation of the social studies.

AL STUDIES AND THE SOCIAL SCIENCES

in reference to the social sciences. That is, the social sciences are first defined as
ronment. These disciplines include sociology, cultural anthropology, social psy-
graphy, and philosophy. The social sciences are primary sources of the concept of the
ethods of inquiry.

social studies draw data from the social sciences related to societal values, problems,

in the social studies draw data from the social sciences related to social process,
l-methodological aspects of instruction.

nces adapted and simplified for pedagogical purposes.

le to achieve maximum value from the social and psychological foundations in attuning
nd conditions. The emphasis is clearly on the social sciences as the substantive

DEFINITIONS OF THE SOCIAL SCIENCE CORE DISCIPLI

1. History: A narrative of events, an exposition that tells how these events unfolded.
   History can be the annals of a nation, a society, or a social group. History is also a sys
   affect a nation, an institution, or a social group, and an account usually connected wit
   Thus, it can be both narrative and interpretative. In still another way, history is descri
   and explains past events as an aggregate or as steps in human progress. In short, the dic
   analytical record of the human past.

2. Geography: The study of the earth's surface and of man's relationship to his environment.
   It has also been defined as the study and interpretation of the distribution of phenomena
   examined may be physical, such as climates, landforms, and soils; or human, such as rel
   portation routes. Since the types of such phenomena are numberless, geography is prefer
   distribution rather than content.

3. Economics: The study of how men and society choose, with or without the use of money, to
   duce various commodities over time and distribute them for consumption, now and in the
   in society.

4. Anthropology: The study of the relationship between man as a biological entity and his ada

5. Political Science: A field of inquiry devoted to an analysis of power in society.
   It is traditionally known as that branch of the social sciences dealing with the organizati

6. Sociology: The science that deals with social groups, their internal forms or modes of orga
   tain or change these forms of organization, and the relations between groups.

7. Philosophy: The most general science originally defined as the rational explanation of anyt
   It is the general principle under which all facts could be explained, in this sense, indisti

8. Psychology: The systematic study of the processes whereby the individual interacts with his

* Julius Gould and William L. Kolb, A Dictionary of the Social Sciences (New York: The

FINITIONS OF THE SOCIAL SCIENCE CORE DISCIPLINES*

xposition that tells how these events unfolded.
tion, a society, or a social group. History is also a systematic written account of events that
r a social group, and an account usually connected with a philosophical explanation of causes.
d interpretative. In still another way, history is described as the branch of knowledge that records
gregate or as steps in human progress. In short, the dictionary defines history as a description or
ast.

surface and of man's relationship to his environment.
udy and interpretation of the distribution of phenomena on the face of the earth. The phenomena
as climates, landforms, and soils; or human, such as religions, population densities, and trans-
of such phenomena are numberless, geography is preferably defined in terms of this concept of

nd society choose, with or without the use of money, to employ scarce productive resources to pro-
me and distribute them for consumption, now and in the future, among various people and groups

tionship between man as a biological entity and his adaptions to his enviornment.

y devoted to an analysis of power in society.
ranch of the social sciences dealing with the organization and government of states.

ith social groups, their internal forms or modes of organization, the processes that tend to maint-
anization, and the relations between groups.

ce originally defined as the rational explanation of anything.
which all facts could be explained, in this sense, indistinguishable from science.

the processes whereby the individual interacts with his environment.

, A Dictionary of the Social Sciences (New York: The Free Press, 1964).

GLOSSARY OF TERMS

1. Concept: An individual's own way of making meaning of things he has experienced. classifying his experiences, and which continually changes as his experiences accumul bol which represents the real content of the insights and meanings the word evokes in t abstraction or general idea in the mind of a person used to represent a class or group o characteristics in common. It is a synthesis of a number of things an individual has exp his experiences. *

2. Generalization: A universally applicable statement at the highest level of abstraction past and/or present, engaging in a basic human activity. In accord with this definitio plicit:

   A. The stated generalization, or the context in which it appears, shows that the auth
   B. The stated generalization is not limited by reference to specific geographic or cul
   C. The facts upon which a generalization is based are not in themselves generalizati
   D. Neither a concept nor a definition is here considered to be a generalization and acceptable generalization.
   E. Opinions are not considered to be generalizations unless the specialist also reports tested and found to have no exceptions.
   F. Generalizations must have applicability to all places in all times, or be applicab
   G. Generalizations can be either primary, statistical, or functional.
   H. Generalizations must deal with man in a societal orientation, not as an isolated i
   I. Generalizations must be applicable to man at the highest level of abstraction rath

3. Sub-Concept: A closer examination of ideas related to the major concept.

4. Behavioral Objective: A statement of intent that describes in performance terms the d A statement of intent which describes in performance terms what the learner is to be lik learning experience.

5. Enroute Objectives: Those which are encountered in the process of doing assignments data.

6. Terminal Objectives: Those outcomes at the conclusion of a given learning situation o

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*Roy A. Price, Major Concepts for Social Studies (Syracuse: Syracuse University, 19

GLOSSARY OF TERMS

meaning of things he has experienced. It is a mental image which assists a person in
ally changes as his experiences accumulate. A concept is expressed by a verbal sym-
sights and meanings the word evokes in the mind of an individual. A concept is an
rson used to represent a class or group of things or actions having certain qualities or
a number of things an individual has experienced and conclusions he has drawn about

ement at the highest level of abstraction relevant to all time or stated times about man,
n activity. In accord with this definition, the following statements must be made ex-

in which it appears, shows that the author believes that there are no known exceptions.
y reference to specific geographic or cultural boundaries.
based are not in themselves generalizations.
e considered to be a generalization and can appear only in the context of an otherwise

lizations unless the specialist also reports that the opinion as a hypothesis has been

to all places in all times, or be applicable to all places within a stated period of time.
statistical, or functional.
societal orientation, not as an isolated individual.
an at the highest level of abstraction rather than to specific men or communities.*

related to the major concept.

that describes in performance terms the desired outcomes of an instructional program.
ormance terms what the learner is to be like once he has successfully completed a

ntered in the process of doing assignments such as skills in gathering facts and selecting

conclusion of a given learning situation or course of study.

---

tudies (Syracuse: Syracuse University, 1965).

7. Vehicle: The term topic, that conventionally has been used to designate the subj
term vehicle. This has been done to avoid the structure trap of the term topic as
to why and how, e.g., all of the social science disciplines can be used as vehic
science to levels K-5.

8. Inductive: The teacher will initiate the student's attempt to discover new knowle
that will lead him to a higher level of critical thinking toward major concepts an

9. Deductive: Introducing the entire theme and then breaking it down into concep
learner arrives at conclusions by reasoning.

10. Reflective Thinking: The active, careful, persistent examination of any belief
grounds that support it and the further conclusions toward which it tends.

11. Inquiry Method: A method of teaching whereby a teacher assumes the nondirect
answers of well thought-out questions, by asking questions and through research

12. Rationale: A reason or purpose for developing certain motives and objectives th
or common goal.

13. Cognitive: A generic term used to indicate all the various aspects of knowing i
bering, thinking, and imagining. A cognitive response is usually observable.
objectives are achieved with this response in teaching. The cognitive mental pr

    A. Objective-observation and description
    B. Classification
    C. Correspondence
    D. Disjunction-relationship of alternatives
    E. Seriation-arranging in orderly sequence

14. Affective: In the broadest sense, as used in psychology, it refers to the feeling
commonly, the term is used as equivalent to emotion and even more narrowly to
able signs. The affective response is internal and is difficult to determine or me
and negative states including, for instance, anger and anxiety as well as affect

15. Processes: Methods and procedures of achieving a particular task or goal such a
each other.

lly has been used to designate the subject matter of curriculum, has been replaced by the
the structure trap of the term topic as it operated in the systems of relationship of what
ience disciplines can be used as vehicles by which teachers can travel in teaching social

udent's attempt to discover new knowledge by helping him to select from data information
ical thinking toward major concepts and generalizations.

nd then breaking it down into concepts, sub-concepts, and facts. A process by which a
.

persistent examination of any belief or purported form of knowledge in the light of the
clusions toward which it tends.

hereby a teacher assumes the nondirective role and the student seeks information to the
asking questions and through research and discovery.

pping certain motives and objectives through which the teacher can reach a specific aim

te all the various aspects of knowing including perception, judgment, reasoning, remem-
nitive response is usually observable. It can be described and it is easy to determine if the
e in teaching. The cognitive mental process includes:

on

ves
nce

d in psychology, it refers to the feeling quality of experience. More specifically and most
t to emotion and even more narrowly to refer to the subjective aspect of emotional observ-
ernal and is difficult to determine or measure. In all usages, the term covers both positive
ce, anger and anxiety as well as affection in the sense of love.

chieving a particular task or goal such as modes of thought or the way people interact with

16. Percepts: Sensory beginning of concepts.

17. Values: The beliefs and ideas which society or an individual est

18. Perceptual: The awareness of objects or data through the mediur

19. Precept: A commandment or direction meant as a rule of action

20. Empirical: Relying or based solely on experimentation and obser

21. Disjunctive Thinking: Presenting alternatives regarding a propos

g of concepts.

eas which society or an individual esteems and seeks to achieve.

of objects or data through the medium of the senses.

r direction meant as a rule of action or conduct.

solely on experimentation and observation.

enting alternatives regarding a proposition, e.g., either all men are free or no man is free.

USING INQUIRY IN THE SOCIAL STUDIES-
GUIDELINES FOR TEACHING*

"A great deal has been written and spoken recently about 'newer' ways of teaching and lea
has been given to discussing the rationale and assumptions underpinning them. Much effort
cies of these as useful ways of classroom teaching and learning. Time and space have even
really are 'new.' But in spite of all this, the real essence of the 'new way' still remains ob
cerned—social studies classroom teacher who is daily faced with the practical necessity of
yet to be answered: 'What is this new way?' and, even more basic, 'How do I do it?'

"Answers to these questions, even if they must of necessity be only partial and tentative,
teachers have been increasingly urged to use this 'new way' of teaching but have been frus
just what it is and how to employ it. Consequently, many have become disillusioned with
considerably less to it than meets the eye; others merely shrug it off with a curt, 'Oh, it
who feel it won't work—are wont to declare, 'I do this already.' There can be little dou

"This 'newer' way of teaching has been described by a variety of terms. It has been labele
as a strategy. It has been described variously as reflective thinking, problem solving, cri
discovery—or guided discovery. Yet, essentially these are all the same—they are descri
depending on the particular biases of the user, people engage in learning. They do not de
some conscious and deliberate, some haphazard and almost automatic, by which one inqui
all, in actuality, descriptive of the process of inquiry."

THE PROCESS OF INQUIRY

"Inquiry is essentially finding out for oneself. It is the application of purpose to data in
may be to solve a problem, answer a question, satisfy a curiosity, apply a concept or so
form. It may be a remembered and/or observed experience, either the learner's or that of
formation shown on maps, graphs or charts, a picture, an artifact or some bit of written m
or original document. The kind of knowledge developed is useful knowledge—knowledge
original question, satisfies a curiosity, demonstrates or validates a concept, or gives som
of a fact, concept, generalization, skill or attitude.

"Having defined inquiry, however, does not tell just precisely what happens when one in
of applying certain past experiences, ideas, biases or interests (referred to variously as a
or some other more descriptive term) to selected data in order to complete a particular tas
steps, by employing a mode of inquiry.

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*Barry K. Beyer, Using Inquiry in the Social Studies—Guidelines for Teaching (Athens:

SING INQUIRY IN THE SOCIAL STUDIES—GUIDELINES FOR TEACHING*

tly about 'newer' ways of teaching and learning in social studies. Considerable attention
umptions underpinning them. Much effort has been expended on the merits and deficien-
and learning. Time and space have even been consumed debating whether or not these
l essence of the 'new way' still remains obscured. For the busy— but intensely con-
daily faced with the practical necessity of actually *teaching*, two crucial questions remain
, even more basic, *'How do I do it*?'

necessity be only partial and tentative, are needed and needed now. Social studies
'new way' of teaching but have been frustrated repeatedly in their efforts to discover
tly, many have become disillusioned with the idea to the point where they feel there is
s merely shrug it off with a curt, 'Oh, it won't work anyway,' and some—often those
do this already.' There can be little doubt that this situation needs some clarification.

by a variety of terms. It has been labeled as an approach, a method and, more frequently,
reflective thinking, problem solving, critical thinking inquiry, inductive thinking and
ly these are all the same—they are descriptive of a *process* by which, with slight variations
eople engage in learning. They do not describe a single act but a *whole series of acts*,
and almost automatic, by which one inquires into something for some purpose. They are
nquiry."

THE PROCESS OF INQUIRY

t is the application of purpose to data in order to develop useful knowledge. The purpose
atisfy a curiosity, apply a concept or so on. The data may be any information in any
experience, either the learner's or that of others; it may be in the form of statistical in-
icture, an artifact or some bit of written material such as a textbook, newspaper article
eveloped is useful knowledge—knowledge that solves the initiatory problem, answers the
rates or validates a concept, or gives some meaning to experience. It could be in the form
itude.

ll just precisely what happens when one inquires. Basically, the *process* of inquiry consists
ases or interests (referred to variously as a frame of reference, set of analytical concepts
d data in order to complete a particular task. This is done by following certain sequential

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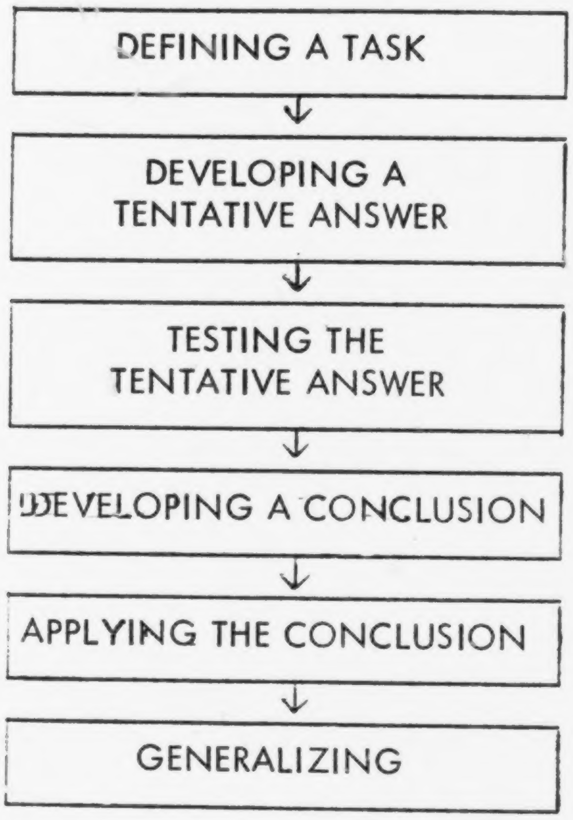
tudies—Guidelines for Teaching (Athens: Ohio University, 1968). pp. 6-8.

Inquiry can be diagrammed, in terms of what the learner consciously or unconsciously does, as follo



The method, or mode, of inquiry is not a single act but a series of co
analytical—deliberate, step-by-step-thinking and intuitive thinking
clusions.' It includes inductive reasoning, moving from the specific
from the general to the supporting specifics. It usually starts with a
dition and moves at varying rates of speed to some sort of a resolution

Describing precisely how one inquires is a task not lightly undertaken
anyone can speak with finality on this. Nevertheless, certain aspec
at least, to represent the major stages of this process. Familiarity wi
teaching strategy that will facilitate this way of learning and the use
associated with it.

This process is obviously much more complex than this diagram would
three types of mental operations repeated over and over again—devel
ing this hypothesis, and drawing conclusions (generalizing) on the bas
process there is one ever present factor—the use of data. Considerati
in the development of learning experiences based on and fostering inq

It should be remembered, however, that inquiry is only one way, one
We learn by a variety of processes each of which is best suited to diff
imitation. Sometimes memorization is the quickest way to learn an es
or a combination for a lock or a list of dates. On the other hand, som
be learned best by individual inquiry instead of deliberate memorizati
just how ones goes about it."

(As indicated by Clark County's curriculum design, the teacher's role in the inquiry method is greatly
programmer, resource person, process observer, process commentator, and adjuster.)

what the learner consciously or unconsciously does, as follows:

od, or mode, of inquiry is not a single act but a series of complicated, related acts. It involves both l—deliberate, step-by-step-thinking and intuitive thinking—guessing, hunching, and 'jumping to con- ' It includes inductive reasoning, moving from the specific to the general, and deduction—moving general to the supporting specifics. It usually starts with a question or problem or some unsettled con- d moves at varying rates of speed to some sort of a resolution.

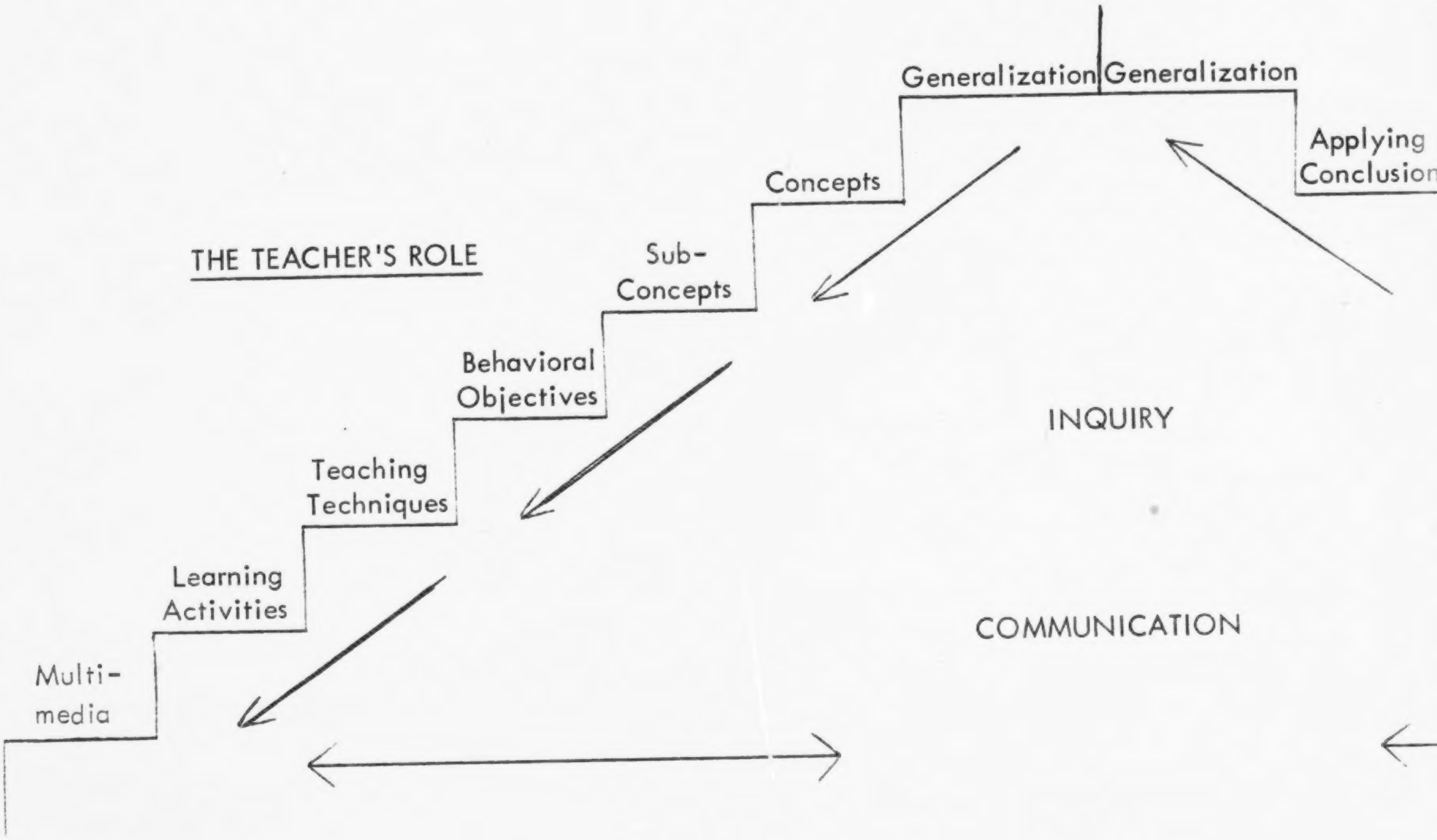
ng precisely how one inquires is a task not lightly undertaken. Much research remains to be done before an speak with finality on this. Nevertheless, certain aspects can be identified that seem, for the present to represent the major stages of this process. Familiarity with these stages will enable one to build a strategy that will facilitate this way of learning and the use and development of the intellectual skills d with it.

ess is obviously much more complex than this diagram would suggest. In essence, however, it involves es of mental operations repeated over and over again—developing a hypothesis or tentative answer, test- ypothesis, and drawing conclusions (generalizing) on the basis of this testing. And, at each stage of the here is one ever present factor—the use of data. Consideration of these factors must be of prime concern velopment of learning experiences based on and fostering inquiry.

be remembered, however, that inquiry is only one way, one process, of learning. It is not the only way. by a variety of processes each of which is best suited to different purposes. At times we learn best by . Sometimes memorization is the quickest way to learn an essential fact—a telephone number, for instance, bination for a lock or a list of dates. On the other hand, some bits of knowledge, skills and attitudes can d best by individual inquiry instead of deliberate memorization. The purpose for learning is the key to ones goes about it."

lum design, the teacher's role in the inquiry method is greatly changed. His role is now seen to be that of inquirer, server, process commentator, and adjuster.)

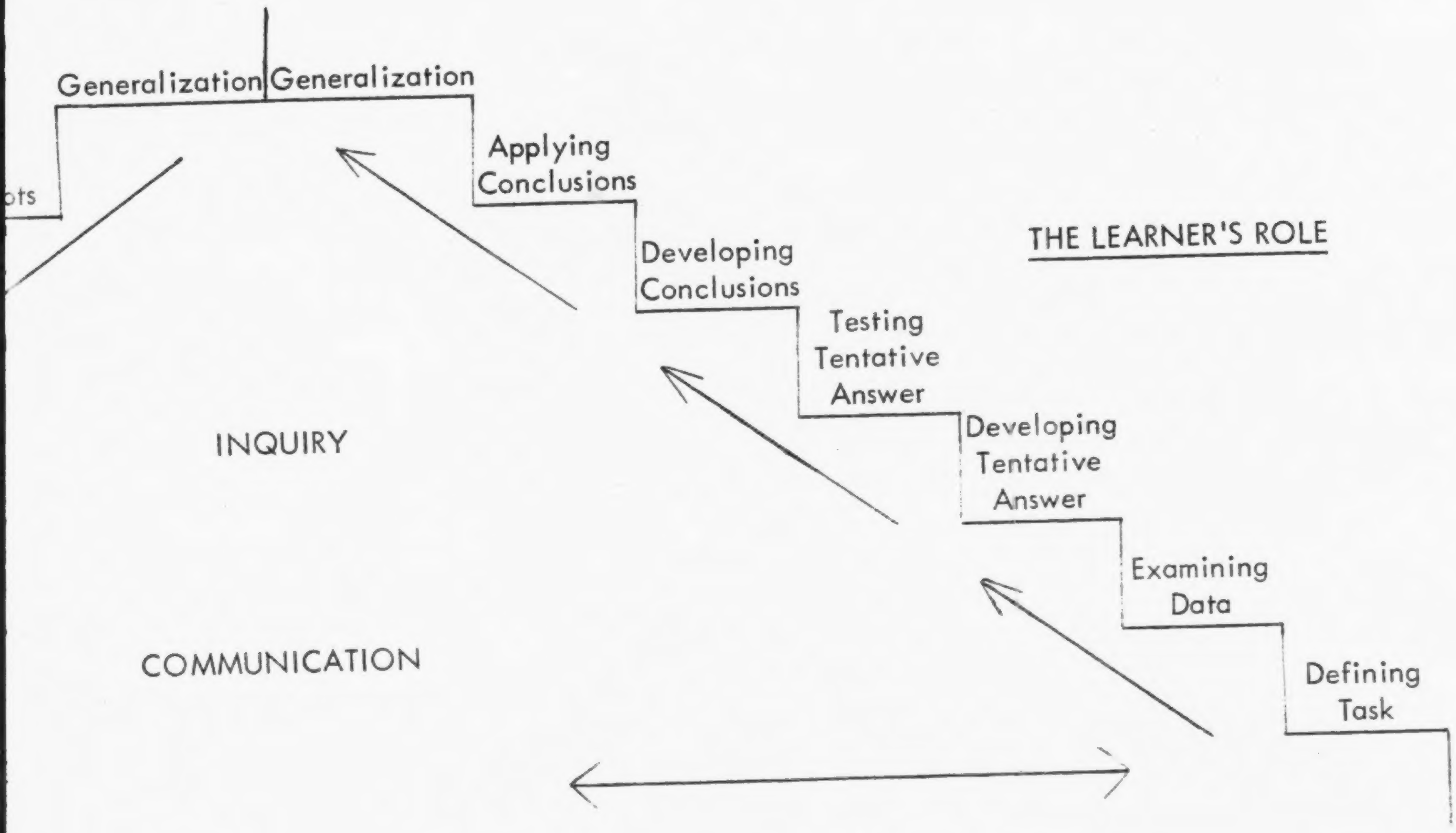
THE TEACHING-LEARNING PROCESS


Generalization
Generalization
Applying
Conclusion
Concepts
THE TEACHER'S ROLE
Sub-
Concepts
Behavioral
Objectives
INQUIRY
Teaching
Techniques
Learning
Activities
COMMUNICATION
Multi-
media

Teachers should be aware that using the conceptual approach and discovery-inquiry metho
their students. Concepts, skills, and data now come into play as interrelated items of cen
teachers plan teaching units in which they make use of the generalizations, concepts, sub-
defined in this guide.

The discovery-inquiry method is recommended for student learning activities in which the
meaning as they work with the data available in many forms of multimedia material. Skill
as progressive steps in the discovery-inquiry method.

HE TEACHING-LEARNING PROCESS


Generalization
Generalization
pts
Applying Conclusions
Developing Conclusions
THE LEARNER'S ROLE
Testing Tentative Answer
Developing Tentative Answer
Examining Data
Defining Task
INQUIRY
COMMUNICATION

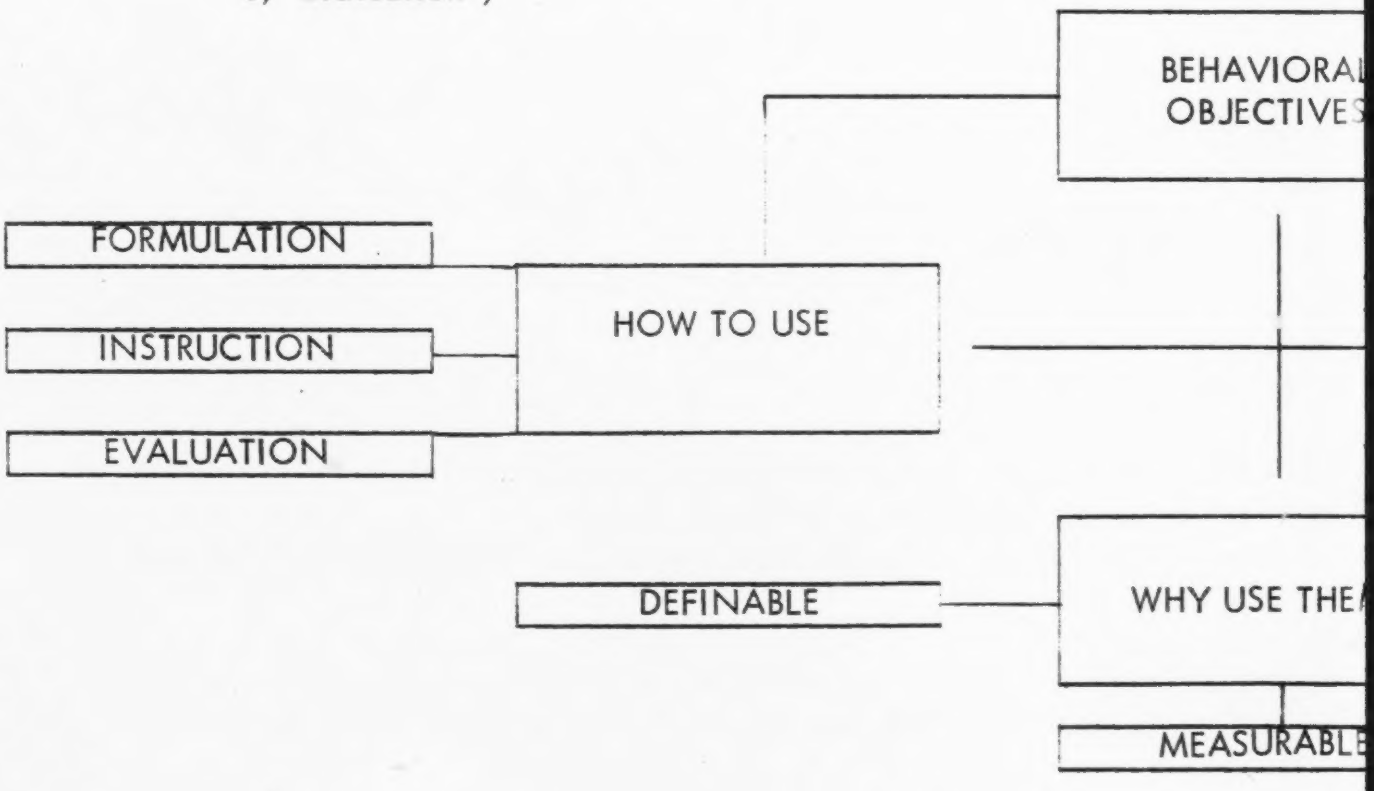
eptual approach and discovery-inquiry method to instruction poses a new role for them and
v come into play as interrelated items of central concern and control. It is suggested that
ke use of the generalizations, concepts, sub-concepts, and behavioral objectives listed and

d for student learning activities in which they will develop skills and acquire facts and
in many forms of multimedia material. Skill development levels through inquiry are seen
nethod.

BEHAVIORAL OBJ

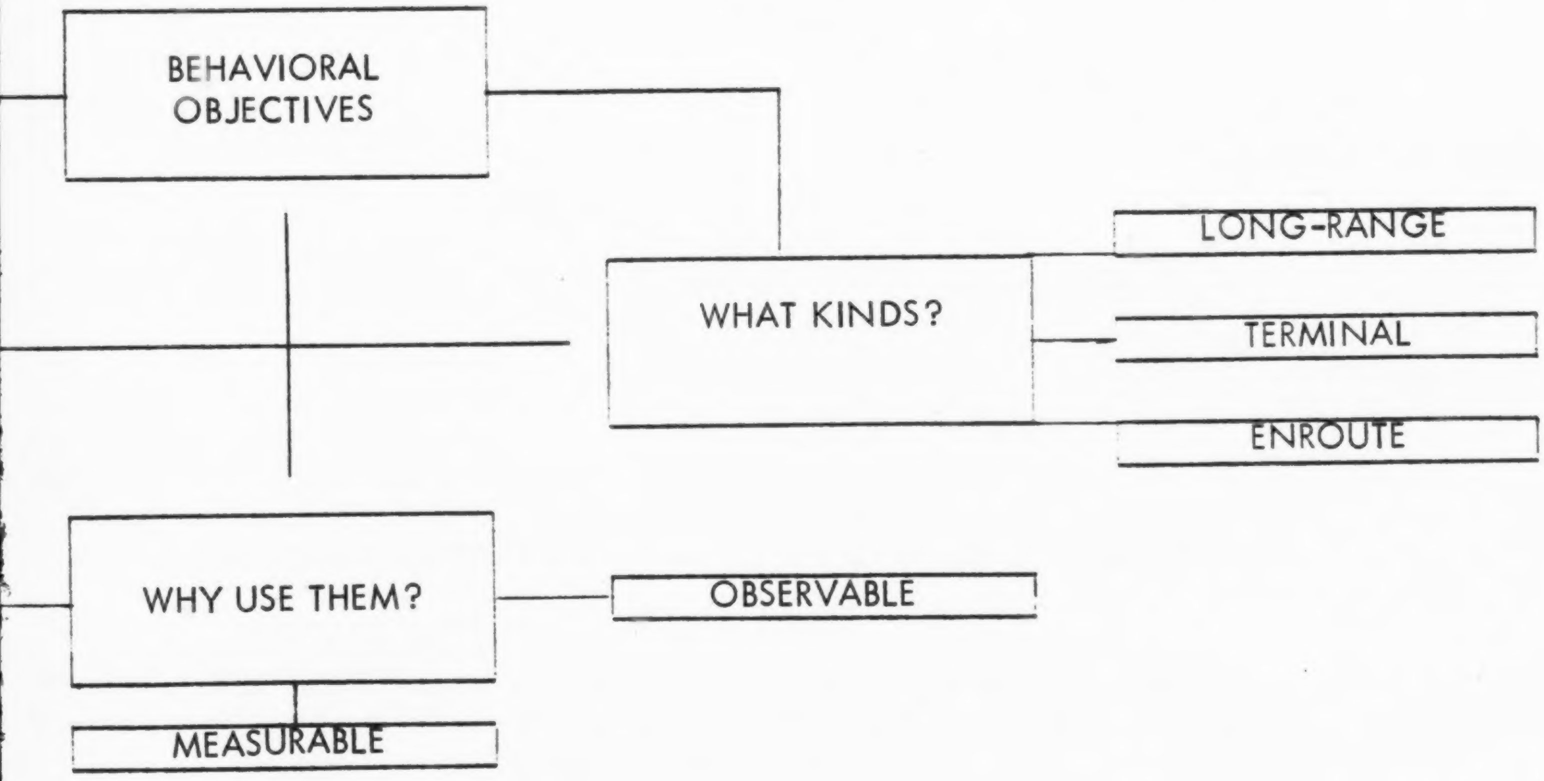
Behavioral objectives deserve an important place in the repertoire of those
Consider the following questions:

1. Why use behavioral objectives?
    - a) Definable)
    - b) Observable)-- Learner Behavior
    - c) Measurable)
2. What are the kinds of behavioral objectives?
    - a) Long-range)
    - b) Terminal)-- Response/Product
    - c) Enroute)
3. How does the teacher use them?
    - a) Formulation)
    - b) Instruction)-- Sequential Design
    - c) Evaluation)


BEHAVIORAL
OBJECTIVES
FORMULATION
INSTRUCTION
EVALUATION
HOW TO USE
DEFINABLE
WHY USE THE
MEASURABLE

BEHAVIORAL OBJECTIVES

the repertoire of those who teach the new social sciences.


BEHAVIORAL OBJECTIVES
WHAT KINDS?
LONG-RANGE
TERMINAL
ENROUTE
WHY USE THEM?
OBSERVABLE
MEASURABLE

LONG-RANGE OBJECTIVES

1. The student does not select immediate solutions to the problem but proceeds to search for me sequences of alternate actions available to him. The student develops the ability to use sci solving tools.

   A. The student must select a topic or problem from a given body of conceptual material a form.
   B. He must then pose an answerable question that is not too general (e.g., What is the f (e.g., What day does Congress convene?) that offers a rewardable in-depth study.
   C. He then must formulate a written hypothesis or set of hypotheses in relation to the que

2. The student develops the ability to locate, identify, relate, and use empirical data drawn concepts, generalization) in the process of social inquiry and problem-solving.

   A. Given a problem or question, the student must list and defend verbally or in written f equivalent, that offer material proving or disproving his hypothesis to his question.
   B. This material must be periscoped into a brief and articulate written summary by the stu

3. The student must exhibit the ability to participate in open and respectful discussion of his through the presentation of his question, the formulation of his hypothesis, and the develo reacts with a critical analysis of the presentation.

LONG-RANGE OBJECTIVES

s to the problem but proceeds to search for meaning in the problem and explores the con-
n. The student develops the ability to use scientific and democratic processes as problem-

n from a given body of conceptual material and defend his interests verbally or in written

n that is not too general (e.g., What is the function of government?) nor too specific,
?) that offers a rewardable in-depth study.
sis or set of hypotheses in relation to the question asked.

entify, relate, and use empirical data drawn from social and behavioral sciences (facts,
cial inquiry and problem-solving.

t must list and defend verbally or in written form a minimum of four references, or their
r disproving his hypothesis to his question.
rief and articulate written summary by the student.

pate in open and respectful discussion of his premise in a seminar meeting. He does this
formulation of his hypothesis, and the development of a conclusion. His group in turn
tion.

GUIDE FORMAT

A

GENERALIZATIONS	CONCEPTS	SUB-CONCEPTS

MODEL FORMAT

B

GENERALIZATION	CONCEPTS	SUB-CONCEPTS	BEHAVIORAL OBJECTIVES

The main body of this guide is designed in a five column (A) arrangement that
a teacher would perceive the process of its utilization. In the guide format, s
are purposely omitted to allow the teacher to exercise his instructional indivi
and preferences. For explicit examples of how teaching techniques and learni
models have been provided.

Essentially, this guide is one that is developmental--constantly, continually,
in-service training, implementation, application, and evaluation. This featu
involved in the developmental process. This has made the guide part of their

GUIDE FORMAT

CEPTS	SUB-CONCEPTS	BEHAVIORAL OBJECTIVES	SUGGESTED MULTI-MEDIA

MODEL FORMAT

B-CONCEPTS	BEHAVIORAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES	SUGGESTED LEARNING ACTIVITIES	SUGGESTED MULTI-MEDIA

in a five column (A) arrangement that is intended to portray a seven column (B) depiction of the way
its utilization. In the guide format, suggested teaching techniques and suggested learning activities
her to exercise his instructional individuality in developing these areas to fit his own particular needs
of how teaching techniques and learning activities are developed for instructional purposes, teaching

velopmental--constantly, continually, and ultimately--drawing on the Clark County School District's
pplication, and evaluation. This feature is seen as having merit in that teachers, have been personally
This has made the guide part of their own creative efforts thus stimulating more effective teaching.

GENERALIZATIONS FROM THE DISCIPLINES WITHIN TH

Teaching social science through the use of major concepts involves an almost inherent contact structure of teaching and learning units. Therefore, it should be made clear that the generali a few examples of how they may be used in lesson planning by the teacher.

There are other generalizations that can be cognized by the researcher. These are included a dures and are listed under the various disciplines to which they are most closely related.

History:

1. "Continuous and Unrelenting Change Has Been a Universal Co and Recorded Time."[1]
2. "History Makes Man Aware of the Possible Rather Than the Pro natives Concerning the Time in Which He Lives. History Of Upon Which to Base Such Decisions."[2]
3. "Ideally, the Past Should Be Understood on Its Own Terms. H Standards, Values, Attitudes, and Beliefs That Were Domina Than Evaluated Exclusively by Twentieth-Century Standards.
4. "Rarely Can Complex Historical Events Be Explained in Terms ship. Rather, a Study of the Past Indicates That Multiple-C
5. "The Record of the Past Is Irremediably Fragmentary, Selecti 'Facts' Varies With the Individual Who Studies Them, and E Terms of Its Own Needs, Aspirations, and Point of View."[5]

Geography:

1. "Man's Use of the Land Is Seldom the Result of Any Single Ph the Interplay of a Number of Phenomena, Both Physical and
2. "The Evolution of Mankind from Isolated, Self-Sufficient Com Trade, Migration, Diffusion of Ideas and Practices, and Gre
3. "Each Culture Tends to View Its Physical Habitat Differently. Level of Technology Determine Which Elements of the Land
4. "Every Region Is an Area Homogeneous in Terms of Specific C Delimitation Is Always Based on an Intellectual Judgment."

M THE DISCIPLINES WITHIN THE SOCIAL SCIENCES*

volves an almost inherent contact with generalizations. They are closely related to any
d be made clear that the generalizations listed in this guide are recognized as being only
y the teacher.

researcher. These are included as being essential to structures built for teaching proce-
hey are most closely related.

Change Has Been a Universal Condition of Human Society Throughout Both Remembered

of the Possible Rather Than the Probable, Allowing Him to Choose Among Rational Alter-
e in Which He Lives. History Offers No Immutable Laws, Givens, or Inevitables, However,
ecisions." [2]

Understood on Its Own Terms. Historical Events Should Be Examined in Light of the
es, and Beliefs That Were Dominant During a Given Period and for a Given People, Rather
by Twentieth-Century Standards." [3]

ical Events Be Explained in Terms of a Simple, One-to-One, Cause-and-Effect Relation-
he Past Indicates That Multiple-Causation Is the Dominant Pattern." [4]

remediably Fragmentary, Selective, and Biased. The Significance of Available Historical
dividual Who Studies Them, and Each Generation Tends to Recreate and Rewrite History in
Aspirations, and Point of View." [5]

Seldom the Result of Any Single Physical Factor. Rather, Such Utilization Is Determined by
of Phenomena, Both Physical and Cultural." [6]

from Isolated, Self-Sufficient Communities to an Interdependent Whole Means Ever More
ion of Ideas and Practices, and Greater Importance of Relative Location or Situation." [7]

ew Its Physical Habitat Differently. A Society's Value System, Goals, Organization, and
ermine Which Elements of the Land Are Prized and Utilized." [8]

Homogeneous in Terms of Specific Criteria Chosen to Delimit It From Other Regions. This
ased on an Intellectual Judgment." [9]

5. "The Character of a Place Is the Product of the Past a

Economics:

1. "Every Society Has Some Kind of Economic System.
and Use of Goods and Services and Reflects the Valu

2. "All Economic Systems Are Confronted by the Problem

3. "Economic Conditions and Systems Change Over a Per

4. "Every Economic System Possesses Regularities Which

5. "In a Modern, Complex Economic System, Individuals
Needs and Wants."[15]

Sociology:

1. "Man Is a Social Animal Who Lives Always in Groups
Differentiated by Its Structure."[16]

2. "A Society Exists in the Minds of Its Members and Occ
Those Members. The Mere Grouping or Aggregating

3. "Man Is a Flexible, Becoming Creature. Through the
in a Variety of Societies."[18]

4. "The Interdependence of Groups in a Complex Contem
gether."[19]

5. "Every Group Is a Complex of Roles. Group Members
pectations Associated with Those Roles. As a Membe
Roles During a Particular Period In His Life and at Va

Political Science:

1. "As a minimum condition for its existence a society est
are binding on all the people, provide for the resoluti

ace Is the Product of the Past as Well as an Interim Phase in an Ever Changing Existence." [10]

he Kind of Economic System. This Pattern of Arrangements Involves the Production, Distribution,
Services and Reflects the Values and Objectives of the Particular Society." [11]

Are Confronted by the Problem of Relative Scarcity, of Unlimited Wants and Limited Resources." [12]

and Systems Change Over a Period of Time." [13]

n Possesses Regularities Which Make Certain Forms of Prediction Possible." [14]

x Economic System, Individuals Are Dependent Upon Others for the Satisfaction of Many of Their
5

al Who Lives Always in Groups. He May Belong to a Variety of Groups, Each of Which Can Be
Structure." [16]

e Minds of Its Members and Occurs Only When There Is Communication or Interaction Among
Mere Grouping or Aggregating of People Does Not Produce a Society." [17]

ecoming Creature. Through the Socialization Process, He Can Learn Approved Ways of Behaving
ties." [18]

of Groups in a Complex Contemporary Society Serves as a Bond Which Holds That Society To-

nplex of Roles. Group Members Perform Given Roles and Have Some Understanding of the Ex-
with Those Roles. As a Member of Various Groups, a Person May Learn and Assume Different
ular Period In His Life and at Various Stages in His Development and Maturation." [20]

on for its existence a society establishes authoritative institutions that can make decisions which
e people, provide for the resolution of dissent, and effectively enforce basic rules." [21]

2. "The nature of a given society's political system and the
fundamental system of values to which the society adher

3. "Political ideals, values, attitudes, and institutions deve

4. "In every society, individuals and groups disagree over s
achieved, and over the enforcement of standards of beh

Anthropology:

1. "Culture is a total lifeway, not just a superficial set of c
ceives as he adapts to his world."[25]

2. "Every cultural system is an interconnected series of ide
generally lead to changes in other segments of the syste

3. "Every human cultural system is logical and coherent in
available to the given community."[27]

4. "The customs and beliefs of peoples are often made more
relations among types of individual and group statuses

5. "The customs and beliefs of peoples are often made more
logical and cultural perspective."[29]

6. "Analysis of the implications (or 'functions') of cultura
intentions of the people involved; but analysis must als
(called 'latent functions') of particular acts and belie

7. "Study of practically any behaviors and beliefs among p
to understanding our own complex culture, for it appe
response to the same fundamental human problems."[31]

8. "Explanation of human behavior is essentially one-side
cultural, social, and psychological characteristics is t
biophysical environment."[32]

iven society's political system and the nature of its political behavior are closely related to the
em of values to which the society adheres."[22]

values, attitudes, and institutions develop and change over time."[23]

, individuals and groups disagree over some societal goals and directions, over how aims will be
ver the enforcement of standards of behavior."[24]

l lifeway, not just a superficial set of customs. It largely shapes how man feels, behaves, and per-
pts to his world."[25]

ystem is an interconnected series of ideas and patterns for behavior in which changes in one aspect
o changes in other segments of the system."[26]

ltural system is logical and coherent in its own terms, given the basic assumptions and knowledge
given community."[27]

beliefs of peoples are often made more understandable by studying them in terms of the social inter-
types of individual and group statuses and roles in social action."[28]

beliefs of peoples are often made more understandable if we examine them from a combined psycho-
tural perspective."[29]

implications (or 'functions') of cultural behavior must take into account the explicit beliefs and
e people involved; but analysis must also be made of the unnoticed, unintended, further consequences
functions') of particular acts and beliefs."[30]

cally any behaviors and beliefs among primitive peoples, no matter how unusual, is of direct relevance
g our own complex culture, for it appears that humans everywhere shape their beliefs and behavior in
same fundamental human problems."[31]

human behavior is essentially one-sided and incomplete unless information about man's biological,
l, and psychological characteristics is taken into account, together with information about man's
vironment."[32]

9. "Although the peoples of the world may be roughly (and arbitrarily) div
based on physical characteristics, there are no pure races, and probabl
of individuals who are intermediate in racial characteristics, so that no
the 'Negroid,' 'Caucasoid,' and 'Mongoloid' peoples." [33]

10. "There is no undisputed evidence of significant differences in ability or
the world." [34]

11. "Contrary to beliefs still widely held, individuals who are the products
quently superior to their 'pure-blooded' parents in strength, stature, an
'hybrid vigor' is well known among many species of 'lower' animals an

12. "Anthropologists (and other scientists) have discovered no human biolo
experiences and environmental conditions. Conversely, no human char
as unaffected by genetically inherited biological factors." [36]

13. "Practically all the significant differences in behavior among human po
intelligence, and other psychological characteristics) are understanda
biologically inherited characteristics." [37]

eoples of the world may be roughly (and arbitrarily) divided into different 'races,' or major groups,
al characteristics, there are no pure races, and probably never have been. There are large numbers
ho are intermediate in racial characteristics, so that no sharp 'boundaries' can be drawn separating
'Caucasoid,' and 'Mongoloid' peoples." [33]

disputed evidence of significant differences in ability or intelligence among major racial groupings of

liefs still widely held, individuals who are the products of racial 'mixing,' or interbreeding, are fre-
r to their 'pure-blooded' parents in strength, stature, and other characteristics. This phenomenon of
s well known among many species of 'lower' animals and plants as well." [35]

s (and other scientists) have discovered no human biological characteristics that are unaffected by life
d environmental conditions. Conversely, no human characteristics of thought or action can be regarded
y genetically inherited biological factors." [36]

l the significant differences in behavior among human populations (including expression of attitudes,
nd other psychological characteristics) are understandable as learned cultural patterns rather than
herited characteristics." [37]

FOOTNOTES

[1] Henry S. Commager, The Nature and the Study of History (Columbus: Charles E. Merrill Books, Inc., 1965), p. 100.

[2] Ibid., p. 110.

[3] Ibid., p. 120.

[4] Ibid., p. 131.

[5] Ibid., p. 139.

[6] Jan O. M. Broek, Geography: Its Scope and Spirit (Columbus: Charles E. Merrill Books, Inc., 1965), p. 81.

[7] Ibid., p. 86.

[8] Ibid., p. 92.

[9] Ibid., p. 98.

[10] Ibid., p. 105.

[11] Richard S. Martin and Reuben G. Miller, Economics and Its Significance (Columbus: Charles E. Merrill Books, Inc., 1965), p. 99.

[12] Ibid., p. 115.

[13] Ibid., p. 129.

[14] Ibid., p. 142.

[15] Ibid., p. 155.

[16] Caroline B. Rose, Sociology: The Study of Man in Society (Columbus: Charles E. Merrill Books, Inc., 1965), p. 63.

[17] Caroline B. Rose, *Sociology: The Study of Man in Society* (Columbus: Charles E. Merrill Books, Inc., 1965), p. 70.

[18] Ibid., p. 79.

[19] Ibid., p. 86.

[20] Ibid., p. 93.

[21] Francis J. Sorauf, *Political Science: An Informal Overview* (Columbus: Charles E. Merrill Books, Inc., 1965), p. 76.

[22] Ibid., p. 91.

[23] Ibid., p. 97.

[24] Ibid., p. 105.

[25] Pertti J. Pelto, *The Study of Anthropology* (Columbus: Charles E. Merrill Books, Inc., 1965), p. 68.

[26] Ibid., p. 70.

[27] Ibid., p. 71.

[28] Ibid., p. 73.

[29] Ibid., p. 74.

[30] Ibid.

[31] Ibid., p. 75.

[32] Ibid.

[33] Ibid., p. 76.

[34] Pertti J. Pelto, The Study of Anthropology (Columbus: Charles E. Merrill Books, Inc., 1965), p. 76.

[35] Ibid.

[36] Ibid.

[37] Ibid.

MAJOR SOCIAL SCIENCE CON
DESCRIPTIONS OF CONCE

A. Substantive: Concepts that deal with recall on recognition of ideas from phenom

1. Sovereignty of the Nation-State in the Community of Nations:
   Contrary to popular belief that nations are as old as recorded history, the na since the sixteenth century. Having gone through periods of steady develop are now going through a period of giving-way of sovereignty to a role of int take certain actions without consideration of the wishes of other states.

2. Conflict--Its Origin, Expression, and Resolution:
   Conflict is characteristic of the growth and development of individuals and to respond to conflicting forces.

3. The Industrialization-Urbanization Syndrome:
   If one were to attempt a description of the most important social trends in th development and the movement of populations to the cities would be an inte

4. Secularization:
   Early man attributed all his blessings, travails, and disasters to the gods. B supreme in all the affairs of men. The development of the nation-state, ne oriented pattern of basic values and beliefs.

5. Compromise and Adjustment:
   Compromise and adjustment are the keys to successfully facing political, ec faces the need to compromise and adjust to his physical as well as to his soc

6. Comparative Advantage:
   Students should understand this concept in order to appreciate the need for i conflicts of any nature arise, there often comes a time when advantages mus total conformity by an opposing force. Without an understanding of this con no one ever does achieve "total victory."

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* Roy A. Price, Major Concepts for Social Studies (Syracuse: Syracuse Univ

MAJOR SOCIAL SCIENCE CONCEPTS AND DESCRIPTIONS OF CONCEPTS*

n recognition of ideas from phenomena within the social sciences.

ommunity of Nations:
e as old as recorded history, the nation-state, nationalism, and sovereignty have emerged
e through periods of steady development, they reached a peak in the twentieth century and
-way of sovereignty to a role of interdependence in which states feel they must not under-
n of the wishes of other states.

solution:
nd development of individuals and of civilization as a whole. Society is constantly pressured

ome:
e most important social trends in the world today, the inclusion of the quest for industrial
tions to the cities would be an intellectual mandate.

avails, and disasters to the gods. By the Middle Ages the universal church was considered
evelopment of the nation-state, new cities, and industries changed all that to a more secular
efs.

to successfully facing political, economic, social, and religious change and conflict. Man
to his physical as well as to his social surroundings.

in order to appreciate the need for long-range consideration of goals and methods. When
comes a time when advantages must be weighed because of the impossibility of assuring
Without an understanding of this concept, a citizen is ill-equipped to face a world in which
."

---

ial Studies (Syracuse: Syracuse University, 1965).

CONCEPTS (con't)

7. Power:
Power is a relationship by which one individual or group can take action that affec as both a goal and an instrument for achieving that goal. No student can fulfill hi the procedure of a democracy without being aware of this concept.

8. Morality and Choice:
Any student who proposes to go through life having all decisions made for him is an To be more than a robot or a nonhuman animal, the citizen must deliberate upon d effecting these decisions. Moreover, he must abide by his choices once they have

9. Scarcity:
This concept refers to the fact that there is a limit to any nation's economic potent most of its potential. Scarcity is a reference both to physical limitations and to li of a society.

10. Input and Output:
Input refers to those productive resources furnished by persons in producing a produ (goods and services) produced for sale during a period of time, measured accordin The student should expect that his reward in terms of consumption will be based lar

11. Savings:
This concept is concerned with the effects of claims (savings) on the American eco corporation, individual, or government is someone else's savings and the relationsh instability of a system is important to any discussion of inflation or recession. Stud of saving by one unit to the claims on another unit,if they are to intelligently part productive adults.

12. The Modified Market Economy:
Students should understand the free private function of the entrepreneur, the grow source of capital (loans and grants), and the effect of this increasing role of the g enterprise market economy. Included should be an understanding of the position o of price, cost, monopoly, competition, supply, and demand.

CONCEPTS (con't)

by which one individual or group can take action that affects the behavior of another. It must be seen instrument for achieving that goal. No student can fulfill his potential role as a citizen participating in mocracy without being aware of this concept.

oses to go through life having all decisions made for him is an ideal future citizen for a totalitarian state. ot or a nonhuman animal, the citizen must deliberate upon decisions and participate in both making and ons. Moreover, he must abide by his choices once they have been made.

the fact that there is a limit to any nation's economic potential and that a successful nation ought to get the Scarcity is a reference both to physical limitations and to limitations relative to the wants of the people

roductive resources furnished by persons in producing a product. Output means all the products produced for sale during a period of time, measured according to how much money is paid for these by buyers. pect that his reward in terms of consumption will be based largely on his value as a producer.

erned with the effects of claims (savings) on the American economy and the rest of the world. The debt of a ual, or government is someone else's savings and the relationship of this situation to the stability or m is important to any discussion of inflation or recession. Students must be cognizant of the relationships to the claims on another unit, if they are to intelligently participate in maintaining economic stability as

Economy:
rstand the free private function of the entrepreneur, the growing rate of government as a market and as a ans and grants), and the effect of this increasing role of the government in modifying the free private onomy. Included should be an understanding of the position of producer and consumer and the functions opoly, competition, supply, and demand.

CONCEPTS (con't)

(con't)

It is important for students to comprehend and weigh the values of freedom o
limitations of these freedoms that justify themselves by professing to strengthe

13. Habitat and Its Significance:
Without interference of man, ecosystems are produced by areal associations
involves five groups of physical and biotic processes: (1) surface features,
Habitat provides the natural surrounding of man's occupancy of the earth. I
concept regarding the significance of man to the features of habitat. The st
and his culture are determined by physical surroundings and that he cannot a

14. Culture:
Culture refers to a way of living that any society develops to meet its fundam
the ordering of social organizations; learned modes of behavior, knowledge,
human association. Culture then is man's contribution to his environment. A
in a sea of culture from birth to death, may help many young people to appre
themselves as individuals.

15. Institution:
This is an organized way of doing something. It is a formal, recognized, est
social activity. Institutions have been described as complex clusters of cultu
by a high degree of organization and permanence and revolving about at leas
our society is in some manner directed in his activities by our institutions, it
how they affect us.

16. Social Control:
This concept deals with the mechanisms by which society exercises its domina
to its norms. Included as mechanisms are taboos, mores, customs, and laws.
social controls at all levels of society.

CONCEPTS (con't)

nprehend and weigh the values of freedom of economics and social action against modifications or
t justify themselves by professing to strengthen and support the remaining freedoms.

osystems are produced by areal associations of interconnected physical and biotic processes. It
and biotic processes: (1) surface features, (2) climate, (3) water, (4) biota, and (5) soils.
ounding of man's occupancy of the earth. It is of the utmost importance then to develop a valid
ce of man to the features of habitat. The student should not go out in life believing all his actions
y physical surroundings and that he cannot alter it.

that any society develops to meet its fundamental needs for survival; perpetuation of the species;
ons; learned modes of behavior, knowledge, beliefs; and all other activities that are developed in
n is man's contribution to his environment. An understanding of each individual as a part, immersed
death, may help many young people to appreciate the relationship of the society around them to

ng something. It is a formal, recognized, established, and stabilized way of pursuing some major
ve been described as complex clusters of cultural meanings, norms, values, and behavior characterized
n and permanence and revolving about at least one major human need. Because every individual in
irected in his activities by our institutions, it is important to learn how they become established and

chanisms by which society exercises its dominance over component individuals and enforces conformity
anisms are taboos, mores, customs, and laws. Students should be aware of the need and existence of
ociety.

CONCEPTS (con't)

17. Social Change:
Change is a neutral process. It may be progress or decline, depending on
change at a more rapid rate than do other societies. There is probably no
responsible for all social change in all societies. Contact between culture
goods with a culture often results in a modification of knowledge, attitude

18. Interaction:
Within a given social system, the interaction of individuals and groups fol
can be found in all social systems. Two general types of interaction - con
specific forms of interaction. The basis of all human interaction is found
a part of a total conceptual picture that includes culture, society, social

B. Value: Concepts that deal with questions of attitude, beliefs, and principles.

1. Dignity of Man:
Dignity is defined as worth or merit. Human dignity should imply to ever
worth that exists because the individual exists, and not because of his ach
would respect the dignity of all other men.

2. Empathy:
The Dictionary of Social Sciences defines empathy as the ability to unders
own experience and behavior. Empathy has been referred to as "putting

3. Loyalty:
Loyalty is the willing devotion of an individual to a cause greater than h
process. In the development of the concept of loyalty, one is as concern
processes and ideas as he is to individuals or states. Process refers to tho
cultural values of a given society.

4. Government by Consent of the Governed:
Government is the creation of man to secure the rights of the individual
Whenever government fails to secure these rights, the people may alter
will.

CONCEPTS (con't)

ess. It may be progress or decline, depending on the perspective of the observer. Some societies
ate than do other societies. There is probably no one factor or consistent set of factors that is
change in all societies. Contact between cultures or the interactions of new ideas or material
en results in a modification of knowledge, attitudes, and skills of the people.

stem, the interaction of individuals and groups follows certain common types or forms. These forms
al systems. Two general types of interaction - competition and cooperation - include all the more
tion. The basis of all human interaction is found in social systems. This specific concept becomes
tual picture that includes culture, society, social control, and social change.

th questions of attitude, beliefs, and principles.

rth or merit. Human dignity should imply to every citizen the worth of all individuals. This is
e the individual exists, and not because of his achievements. It can be expected that most men
ty of all other men.

l Sciences defines empathy as the ability to understand others through being able to call out in one's
navior. Empathy has been referred to as "putting one's self in the other man's shoes."

evotion of an individual to a cause greater than himself, as represented by an institution, idea, or
pment of the concept of loyalty, one is as concerned with the more sophisticated level of loyalty to
ne is to individuals or states. Process refers to those who are employed to achieve as ends the other
en society.

it of the Governed:
ation of man to secure the rights of the individual to safety, tranquility, freedom, and happiness.
fails to secure these rights, the people may alter it to make it a more effective instrument of their

5. Freedom and Equality:
Freedom refers to the relative absence of perceived external rest
has come to mean equality before law, equal access to suffrage,
may mean chaos and equality may become the tyranny of the ma

C. Method: Concepts that deal with techniques, skills, and aspects used
concepts that cross the lines of all the social science discipli

1. Historical Method and Point of View:
Historical method is recognizing and dealing with evidence, epis
facts, evaluation of facts, interpretation, chronology, and causa

2. The Geographical Approach:
Geography is the field of learning that undertakes to develop con
attention is focused on the areal association of things and events
and events that are thus associated. The distinctive purpose of ge
action of things and events related to unlike processes that are as
has examined the interaction between man and his habitat. Equa
diverse cultural processes or among physical and biotic phenomen
sequences of differences from place to place on the earth.

3. Causation:
In the teaching of the causation concept, we aim to develop a me
effects around us. Causation, as an aspect of method, should be

D. Techniques and Aspects of Method: These eight techniques of skills and/
are envisioned as inevitable skills c
approaches are utilized.

1. Observation, Classification, and Measurement

2. Analysis and Synthesis

3. Questions and Answers

4. Objectivity

CONCEPTS (con't)

ence of perceived external restraints on individual behavior. In the western world, equality
law, equal access to suffrage, and equality of opportunity. Taken to extremes, freedom
become the tyranny of the majority.

iques, skills, and aspects used in obtaining information. They are broader methodological
f all the social science disciplines.

ew:
nd dealing with evidence, epistemology, thesis, hypothesis, point of view, selection of
retation, chronology, and causal relationships.

g that undertakes to develop concepts based on the chronological principle. In this field,
ssociation of things and events of unlike origin and on the interconnections among things
d. The distinctive purpose of geographic study is to develop concepts regarding the inter-
d to unlike processes that are associated with particular areas. Traditionally, geography
veen man and his habitat. Equally significant are the studies of the interaction among
g physical and biotic phenomena. Geography seeks understanding of the causes and con-
ce to place on the earth.

oncept, we aim to develop a method of thinking as well as understanding of causes and
an aspect of method, should be integrated with the substance of several disciplines.

se eight techniques of skills and/or behavior are not identified as concepts as such. They
envisioned as inevitable skills coming into focus as inquiry methods and conceptual
roaches are utilized.

nd Measurement
5. Skepticism
6. Interpretation
7. Evaluation
8. Evidence

CLARK COUNTY SCHOOL DISTRICT
SOCIAL SCIENCE MULTI-MEDIA SELECTION C

AIMS AND OBJECTIVES

We accept the guidelines established by the Clark County Curriculum Task Force for the socia
guidelines emphasize a conceptual approach and a discovery-inquiry method with emphasis on
social science disciplines, and the use of multimedia. Since we accept the product of their e
traditional textbook oriented teacher exposition method, we feel it behooves us to make an eq
lect media with which to implement this program.

In light of this fact, we will seek and recommend those materials designed to enhance the dev
guideline the generalizations and concepts set down by the curriculum committee in their curr

Recognizing that most publishers aren't prepared to meet our needs to the extent that we desir
new approach in the social sciences. To facilitate this, we will present the concepts and gen
tatives and ask them to apply their material to the conceptual areas.

We also resolve to impress upon the publishing companies, directly and through their represen
the traditional media and vow to join with our colleagues from other parts of the country to a
media.

The following list of multimedia is presented as a total package. Teachers are to be aware
selected for use from any or all of the various disciplines. Teachers and principals should joi

The areas of breakdown within the package are self-explanatory. Such areas as films, filmst
Several new definitions are presented in relationship to textbook materials. The following ar

Standard Focal Reference Guides are materials usually compiled in a single volume that give
materials are not limited to a single concept. They represent a basis of sophistication from w
on the continuum.

A Concept Penetration Source is a tool by which the student and teacher may delve into an a

Although the committee did review numerous ITV programs, none were recommended. It was
station produce local programs that would better correlate with the new social science progra
tise is available for this.

CLARK COUNTY SCHOOL DISTRICT
CIAL SCIENCE MULTI-MEDIA SELECTION COMMITTEE

AIMS AND OBJECTIVES

ark County Curriculum Task Force for the social sciences as published in their curriculum guide. These
nd a discovery-inquiry method with emphasis on critical thinking skills, a program reflecting all the
media. Since we accept the product of their efforts and recognize it as a radical departure from the
n method, we feel it behooves us to make an equally radical departure in establishing guidelines to se-
m.

nd those materials designed to enhance the development of the aforementioned program using as our
down by the curriculum committee in their curriculum guide.

ed to meet our needs to the extent that we desire, we will select those materials most applicable to this
iate this, we will present the concepts and generalizations to the various companies and their represen-
the conceptual areas.

companies, directly and through their representatives, the measure of impatience that we harbor with
colleagues from other parts of the country to assist publishers in finding new directions in social science

s a total package. Teachers are to be aware that with an interdisciplinary approach, materials can be
disciplines. Teachers and principals should jointly make this decision, if possible.

e self-explanatory. Such areas as films, filmstrips, records, and transparencies are traditional in nature.
ionship to textbook materials. The following are these definitions:

is usually compiled in a single volume that give a broad view of the mainstreams of social science. These
They represent a basis of sophistication from which the student is led to a higher level of sophistication

ich the student and teacher may delve into an area of research.

ITV programs, none were recommended. It was the decision of the committee that the District television
tter correlate with the new social science program in Clark County. It was felt that local teacher exper-

	GENERALIZATION	CONCEPTS	SUB-CONCE
KINDERGARTEN MODEL ANTHROPOLOGY Vehicle Home and School	Culture is a total lifeway, not just a superficial set of customs. It largely shapes how man feels, behaves, and perceives as he adapts to his world.	I. Conflict	A. Conflict is characteri growth and developm vidual and of civiliza
			B. Society is constantly respond to conflicting than to minimize conf young students from th existence, we should aware of the origins o help them to develop tudes toward conflict reality with which the cope.
			C. This concept is develo the student to acquire patterns of conflict res with classmates, betwe and the state, or betwe be used throughout life

NCEPTS	SUB-CONCEPTS	BEHAVIORAL OBJECTIVES
lict	A. Conflict is characteristic of the growth and development of an individual and of civilization as a whole.	A. The student will describe orally what might happen if he does not learn how to take "turns" at a drinking fountain in the classroom or on the school playground, and then demonstrate that correct behavior during the school day.
	B. Society is constantly pressured to respond to conflicting forces. Rather than to minimize conflict or shield young students from the fact of its existence, we should make them aware of the origins of conflict and help them to develop healthy attitudes toward conflict as an aspect of reality with which they must learn to cope.	B. The student will describe orally what might happen if he or his group would not go to a designated area during the school's fire drill exercises, and then demonstrate that correct behavior during the school day.
	C. This concept is developed to assist the student to acquire satisfactory patterns of conflict resolution whether with classmates, between individuals and the state, or between nations to be used throughout life.	C. The student will describe orally how children learn to get along in the classroom and on the playground, and then follow the school rules for any of his daily school activities.

SUGGESTED TEACHING PROCEDURE	
A. The teacher will explain and develop the meaning of the phrase "take turns." The teacher will demonstrate with the group in the classroom how to take turns with the following: (1) getting a drink at the water fountain, (2) selecting crayons, (3) choosing a picture book, and (4) taking a carton of milk. The teacher will demonstrate with the group on the playground how to take turns on the swings. The teacher will show films, filmstrips, and pictures to teach the student how to take turns.	A. The teache using the f phasize thi in the class
B. The teacher will explain and develop the meaning of a fire drill and its importance. Include the following: (1) Why do we need to go to a designated area on the playground? (2) What would happen if we did not? (3) What would happen if another group was in our designated area? (4) What might happen if some of us walked too slowly, fell down, or played on the way? Use filmstrips and visual aids to demonstrate proper behavior during a fire drill.	B. The teache steps: (1) ground, (2 and girls r what migh children m
C. The teacher will explain the meaning of "rules," "behavior," and "getting along." The teacher will demonstrate with the group in the classroom and on the playground why we need rules in school to (1) pass quietly, (2) to raise our hand before speaking, (3) to eat our lunch without spilling food, and (4) to play with toys and playground equipment properly.	C. The teach along" by slides, an

	SUGGESTED LEARNING ACTIVITIES
hrase "take turns." m how to take ountain, (2) se- g a carton of milk. und how to take s, and pictures to	A. The teacher may explain and develop the meaning of the phrase "take turns" by using the following teaching techniques: (1) reading appropriate stories to emphasize this skill, (2) showing films about safety on the playground and behavior in the classroom, and (3) role-playing in the classroom or on the playground.
e drill and its im- go to a designated d not? (3) What ? (4) What might yed on the way? ior during a fire	B. The teacher may explain and develop the meaning of a fire drill in the following steps: (1) the teacher will take her group to their designated area on the playground, (2) the teacher will demonstrate and explain what might happen if boys and girls run or walk too slowly, (3) the teacher will demonstrate and explain what might happen if a group was in its area and what could be done, and (4) children may draw pictures and role-play events in this unit.
or," and "getting the classroom and on uietly, (2) to out spilling food, and	C. The teacher may explain and develop the meaning of "behavior" and "getting along" by (1) reading stories to the children, (2) showing pictures, filmstrips, slides, and movie films, (3) using dioramas and (4) role-playing.

SUGGESTED MULTIMEDIA

	FILMS	FILMSTRIPS	BO
A.	"Beginning Responsibility-Books and Their Care" F0410		
	"Beginning Responsibility-Doing Things for Ourselves in School" F5270		
	"Beginning Responsibility-Lunchroom Manners" F5271		
	"Beginning Responsibility-Other People's Things" F5272		
	"Beginning Responsibility-Rules at School" F5273		
	"Courtesy for Beginners" F5582		
	"Let's Share With Others" F0455		
	"Primary Safety-in the School Building" F5434	"Safety in the Summer"	
	"Primary Safety-on the Playground" F5435	"Keeping Safe and Healthy"	
	"Safety Rules for School" F5603		
B.	"City Fire Fighters" F0425		Fire
	"The Helpful Little Fireman" F5349		

UGGESTED MULTIMEDIA

	BOOKS	OTHER
he Summer" afe and Healthy"		Resource people such as a visit from the school principal to explain taking turns and safety.
	Firemen and School Safety	Arrange for a fireman to visit the classroom.

TEACHER NOTES:

CONCEPTS	SUB-CONCEPTS	
II. Social change	A. Change is a neutral process. Some societies change at a more rapid rate than others.	A.
	B. Some institutions within a society change at a more rapid rate then do other institutions in the same society.	B.
	C. There are many causes for social change such as: (1) contact between cultures, (2) the interaction of new ideas or materials within a culture, and (3) the development of modern means of communication and transportation.	C.

	BEHAVIORAL OBJECTIVES
ocieties change at	A. The student will describe ways in which a given intact social unit can change, e.g., family, neighborhood, group at school, community.
ange at a more n the same society.	B. The student will describe orally the difference between the acquisition of food in the old West and the acquisition of food today.
nge such as: interaction of re, and (3) the munication and	C. The student, given a picture of a social effect, will correctly choose the cause from a pictorial display.

SUGGESTED TEACHING PROCEDURE	
A. The teacher will explain and develop the meaning of family, neighborhood, community, change, and growth. The teacher will show and develop the meaning of how a family may change by the following: (1) new baby in the family, (2) new member in the family such as an adopted child, (3) father may leave the family, or (4) mother may leave the family. The unit may be further developed by showing how the class at school changes and how the neighborhood grows and changes.	A. The teac communi (1) show filmstrip games, (book of
B. The teacher will explain the various functions of different types of stores: (1) drug store, (2) bakery, (3) clothing store, (4) grocery store, (5) meat market, (6) hardware store, and (7) candy store. The teacher will explain that years ago we had a general store that sold many things. Today we have stores that sell specific things and supermarkets or department stores that sell many things.	B. The tea compari ing alou kinds of classroo
C. The teacher will explain, develop, and review the meaning of "change" in the family, school group, neighborhood, community, city, and state of Nevada. (1) The teacher will explain and develop the meaning of contact between cultures by discussing the following: (a) When your family has a picnic in the park you may meet a Spanish-American family, a Negro family, a Puerto Rican family,or another family group. (b) When you go to the bowling alley with mother and father you may stay in the nursery and play with children different than you. (2) You may learn a new game or a new song from the children you play with at the park or bowling alley nursery. (3) You may take a field trip or go with your parents to visit the airport terminal in Las Vegas. You may discuss how travel is faster today and people come to Las Vegas from all over the world. These people bring new ideas of living, eating, working (making a living), and entertaining.	C. The tea group c by show playing cities,

	SUGGESTED LEARNING ACTIVITIES
hborhood, elop the aby in the 3) father may ay be further e neighbor-	A. The teacher will explain and develop the meaning of family, neighborhood, community, change, and growth by using the following teaching techniques: (1) showing charts and pictures of families, (2) showing films, slides, and filmstrips of families and how they change, (3) reading stories, (4) playing games, (5) indoor and outdoor role-playing activities, and (6) making a scrapbook of pictures from magazines brought to school by the children.
of stores: (5) meat ll explain that e have stores t sell many	B. The teacher will explain and develop the meaning of supermarkets and show a comparison to other stores by using the following teaching techniques: (1) reading aloud appropriate stories, (2) having the children draw pictures of different kinds of stores, (3) visiting a supermarket, (4) building several stores in the classroom, and (5) making a scrapbook of pictures of food sold in a supermarket.
"change" in the of Nevada. t between cul- cnic in the a Puerto Rican g alley with ldren different e children you ke a field trip s. You may s from all over rking (making	C. The teacher will develop the causes for social change by discussing with the group change in family, school groups, community, city, and state of Nevada by showing films, filmstrips, reading stories, taking field trips, and by role-playing. Children could make a big scrapbook of magazine pictures of parks, cities, and communities.

SUGGESTED MULTIME

FILMS

A. "Family Teamwork and You" F1479
"Our Family Works Together" F5596

B. "Bakery Beat" F1209
"The Food Store" F0783
"The Story of the Wholesale Market" F5607
"Your Food" F5038

C. (1) "An Airplane Trip by Jet" F0647
(2) "Beginning Responsibility"
    (a) "Books and Their Care" F0410
    (b) "Doing Things for Ourselves in School" F5270
    (c) "Lunchroom Manners" F5271
    (d) "Other People's Things" F5272
    (e) "Rules at School" F5273
(3) "The Busy Airport" F5287
(4) "Courtesy for Beginners" F5582
(5) "Let's Share With Others" F0455
(6) "Primary Safety-in the School Building" F5434
(7) "Primary Safety-on the Playground" F5435
(8) "Safety Rules for School" F5603

FILMSTRIPS

SUGGESTED MULTIMEDIA

BOOKS	OTHER
	A visit by the mayor to the classroom
The Baker Foods Community Helpers The Storekeeper How to Keep Healthy	Resource person, such as a druggist or a baker

CONCEPTS	SUB-CONCEPTS	
III. Empathy	A. Empathy is the concept of demonstrating the ability to understand others through one's self-responses that are identical with or similar to the responses of others.	A. The student w group on the
	B. Empathy is a basic function in society in relation to sharing the attitudes and behavior of others.	B. The student, describe oral
	C. The ability to exert empathy depends on the amount of knowledge and experience one has when attempting to understand a person or a problem.	C. The student w

	BEHAVIORAL OBJECTIVES
ing the ability to esponses that are nses of others.	A. The student will describe orally how other children feel with a strange group on the first day of school.
in relation to others.	B. The student, given the picture of a child lost in a department store, will describe orally how the child would feel.
on the amount of hen attempting to	C. The student will describe orally how he would feel if he lost his pet.

SUGGESTED TEACHING PROCEDURE	
A. The teacher will explain and develop the meaning of the following words: (1) feelings, (2) sadness, (3) happiness, (4) aloneness, (5) togetherness, (6) friendliness, and (7) aggressiveness.	A. The teache an individu cuss with t mother goe father leav the group mother and how they f
B. The teacher will explain the meaning of lost and attempt to convey the feeling one would have if he were lost and ask, "What would you do if you were lost in a department store?" The teacher may (1) have students role-play, (2) compare this experience to animals getting lost, (3) use pictures and other visual aids to teach this concept, and (4) read stories and ask children if they have ever been lost.	B. The teach following around the have had t what they have been
C. The teacher will explain and develop the meaning of "lost" by asking the following: (1) Did you ever have a pet? (2) What kind of a pet did you have? (3) Was it a baby or grown animal? (4) Did you ever lose your pet? (5) How did you lose it? (6) How did you feel after it was gone? (7) How many children have ever lost a pet? (8) Did you ever get the pet back? (9) How did you feel when the pet came back?	C. The teach would the students m filmstrips.

	SUGGESTED LEARNING ACTIVITIES
wing words: etherness,	A. The teacher may explain and develop the meaning of feelings or emotions of an individual in a group by using the following teaching techniques: (1) Discuss with the group how it feels to be left alone with a baby-sitter when mother goes to work, (2) Discuss with the group how it feels when mother or father leaves you with grandmother while they go to a movie, (3) Discuss with the group how it feels to be left with an older brother in the evening when mother and father go bowling, and (4) Discuss with the group and individually how they feel on the first day of school.
onvey the feel- do if you were ts role-play, ictures and other children if they	B. The teacher may explain and develop the meaning of getting lost by using the following techniques: (1) stories and other visual aids, (2) taking a walk around the schoolgrounds to describe how you could get lost, (3) let those who have had this experience tell others how they felt, how they became lost, and what they did when they became lost, and (5) tell about your pet that may have been lost and how you felt.
y asking the fol- t did you have? ur pet? (5) How) How many chil- ? (9) How did	C. The teacher will explain and develop the meaning of "lost" and "pet." She would then ask the questions in the teaching procedure and discuss them. The students may role-play. The teacher would read stories and show films and filmstrips. The result might lead to a discussion about pets and their care.

SUGGESTED MULTIMEDIA

FILMS	FILMSTRIPS	B
A. "Family Teamwork and You" "Animals Growing Up" F0228 "Animals and Their Homes" F0227 "Animals and Their Food" F0224		Teacher m children, being "los

SUGGESTED MULTIMEDIA

BOOKS	OTHER
Teacher may read stories about children, pets, and articles being "lost."	Pictures of lost people and articles.

CONCEPTS	SUB-CONCEPTS	
IV. Compromise and adjustment	A. Compromise and adjustment are the keys to successfully facing political, economic, social, and religious change and conflict.	A. The stu in the his vie
	B. Man faces the need to compromise and adjust to his physical, economic, social, political, and religious surroundings.	B. The stu and ad (4) ani
	C. Each culture is only a small part of a product of its own invention and discovery; it is the result of adjustment and compromise. Survival depends upon the ability to adjust and compromise.	C. The stu adjuste (Ameri
	D. Man should recognize compromise and adjustment as a natural evolutionary concept and not interpret it as a sign of weakness or surrender.	D. The stu adjusts and tel

	BEHAVIORAL OBJECTIVES
keys to successfully , and religious change	A. The student will describe orally the ways a given candidate for a job in the city government (Las Vegas) might have to compromise and adjust his views in order to get the public to vote for him.
and adjust to his cal, and religious	B. The student will describe orally the ways in which he must compromise and adjust to the changes in the (1) climate, (2) clothing, (3) plants, (4) animal life, and (5) work and play in the desert (Las Vegas).
f a product of its own esult of adjustment s upon the ability	C. The student will describe and draw pictures showing how the Pilgrims adjusted their living habits in order to survive in their new environment (America).
and adjustment as a not interpret it as a	D. The student, given a situation where an individual tells the truth and adjusts to a group, will describe the characteristics of the individual and tell why telling the truth was best in the situation.

SUGGESTED TEACHING PROCEDURE	
A. The teacher will explain such words as "government," "vote," and "voting machine." The teacher will discuss the following: Why do people want a certain job in government? How do they get these jobs? What are the different jobs people want?	A. This schoo very that peop in he
B. This unit of work could be presented in the fall in connection with a unit on Nevada. The teacher will discuss: (1) Why do people wear different clothing when they move to the desert? (2) How do plants adjust to living in the desert? (cacti absorb water during the rainy season to last them during the summer.) (3) What kinds of animals are found in the desert, how do they protect themselves from the heat, and what do they eat? and (4) How do people adjust to their work and in what kinds of recreation do they participate?	B. The to th dese chil plan
C. This unit of work would best be taught in November about Thanksgiving time. To develop this unit best we have used the "Pilgrims." The teacher would discuss the following: Who were the Pilgrims? Where did they come from? Why did they come to our country? How did they come to America? What kind of food did they have? What kind of clothing? What kind of homes? Who helped them? What was the first Thanksgiving and why do we have a Thanksgiving holiday?	C. This hear (get mat win
D. This would be an excellent unit of work to introduce in February. It may be taught along with a discussion of George Washington's life history. The teacher should discuss truthfulness. Tell the story of George Washington and his mother's colt. (1) What happens at home if you are untruthful? (2) Are you rewarded for telling the truth?	D. Rol tree List

	SUGGESTED LEARNING ACTIVITIES
" and "voting machine." certain job in erent jobs people want?	A. This would be a good unit of work particularly during election time. Most schools are used for public voting. Kindergarten children are normally very curious about people voting and why they vote. It would be suggested that at some time the teacher take the children to see the place where people vote. The teacher may proceed from here to develop this objective in her own way.
with a unit on Nevada. othing when they move rt? (cacti absorb water Vhat kinds of animals the heat, and what do what kinds of	B. The teacher could take her class on a walking trip to the nearby desert, to the Convention Center to view the stuffed birds and animals of the desert, or to the Nevada State Museum in Henderson, Nevada. The children might be asked to bring pictures of the animals of the desert or plants of the desert.
anksgiving time. eacher would discuss e from? Why did they at kind of food did Who helped them? ksgiving holiday?	C. This activity may be taught best by role-playing; making paper costumes; hearing the story; and coloring pilgrims, Indians, and turkey pictures (getting the idea of how these people dressed). Students might bring materials for planting corn. Discuss how the pilgrims survived the first winter.
ruary. It may be taught . The teacher should nd his mother's colt. u rewarded for telling	D. Role-play stories from the life of George Washington such as the cherry tree, mother's colt, and other stories teaching honesty and truthfulness. Listen to stories. Draw pictures.

SUGGESTED MULTIMED

FILMS

B. F 5539 "Desert Sheep Ranch"
F 0556 "The Desert"
F 0612 "Coco on the Desert"

C. F 1494 "The Pilgrim Adventure"

D. F 0173 "George Washington"
F 1205 "George Washington's Greatest Victory"

FILMSTRIPS

"Animals and Plants of the Desert"

SUGGESTED MULTIMEDIA

STRIPS	BOOKS	OTHER
s and Plants of the		Pictures Stories of the first Thanksgiving.

CONCEPTS	SUB-CONCEPTS	
V. Social control	A. There are many types of authority that act as means of social control.	A. The student will make rules and e
	B. There is a need for social control at all levels of society.	B. The student wil city, (4) the stat

S	BEHAVIORAL OBJECTIVES
rity that act as means	A. The student will name the authorities in the home and in the school who help make rules and enforce them.
trol at all levels of	B. The student will name the authority of the (1) family, (2) the school, (3) the city, (4) the state, and (5) the country.

SUGGESTED TEACHING TECHNIQUES	
A. This unit of work may be used in conjunction with taking a different aspect of the father, mother, principal, or policeman who help us to enforce the laws or follow the rules.	A.
B. The teacher may introduce this unit by talking about the "head of the family," father, and proceed as far as she wants to, discussing the heads of various organizations.	B.

	SUGGESTED LEARNING ACTIVITIES
rent aspect nforce the	A. The student may dramatize, role-play, tell stories, play games, draw pictures, or take a field trip to the principal's office or police station.
of the family," of various	B. Role-playing or dramatization would be effective here. The student may draw pictures and make booklets. The student could bring pictures and paste them on large construction paper making a scrapbook.

SUGGESTED MULTI

FILMS

FILMSTRIPS

A. "Policeman Walt Learns His Job" F 0481
"Policeman Day and Night" F 5498

SUGGESTED MULTIMEDIA

STRIPS	BOOKS	OTHER
		Stories, games, pictures, and resource people.

	GENERALIZATION	CONCEPTS	
HISTORY GEOGRAPHY POLITICAL SCIENCE SOCIOLOGY ECONOMICS ANTHROPOLOGY SOCIOLOGY Kindergarten Vehicles Comparative Studies Families Homes Friends Laws and Rules Cooperation Sharing	Man is a social animal who lives in groups. He may belong to a variety of groups, each of which can be differentiated by its structure.	Culture	A. B. C. D.
		Institution	A. B. C. D.
		Interaction	A. B. C. D.

LIZATION	CONCEPTS	SUB-CONCEPTS
	Culture	A. People are much alike in feelings and needs, although they often differ in appearance, ideas, and customs.
		B. People in other lands have customs and traditions that have been passed down to them.
		C. People throughout the world today are striving to keep certain cultures and traditions that they value and at the same time, making changes to improve their way of life.
		D. Individuals and groups of individuals of diverse background have contributed to our cultural heritage.
ial animal who ps. He may belong of groups, each of e differentiated by	Institution	A. Every institution has special statutes and roles.
		B. The three primary institutions in American society have different effects on individuals within the society.
		C. Institutions are creations that developed from needs of human beings.
		D. Every major institution must have organization and a code of norms and specifications.
	Interaction	A. Individuals enter into relationships with a great number of individuals and groups.
		B. Within a social system, the interaction of individuals and groups follows a certain form.
		C. Two general types of interaction are competition and cooperation.
		D. The basis of all human interaction is found in social systems.

BEHAVIORAL OBJECTI

A. The student can distinguish the families of different regions in the United States with res depicting varying ways of life and stating orally whether the area portrayed is in the No

B. The student will verbally identify the countries of the United States, Congo, Brazil, Hol areas.

C. The student will describe why some people in the United States, Holland, India, Brazil, them.

D. The student will tell the nationality of his parentage and where his parents or grandparen

A. The student will identify from pictures the different roles he plays in his family, church,

B. The student will construct pictures of how the roles differ between himself and his family

C. The student will name problems caused if there were no families, schools, and churches i

D. The student will name the various rules in the primary institution and the need for them.

A. The student will identify the various individuals, who are part of the school setting, with

B. The student, in his own terms, will describe why there are rules in various social situatio

C. The student will name a game in which competition is the main component and a game in

D. The student will draw a picture depicting interaction in a social system.

BEHAVIORAL OBJECTIVES

ions in the United States with respect to appearance and customs by pointing correctly to pictures
er the area portrayed is in the North, South, East, or West.

United States, Congo, Brazil, Holland, and India from pictures depicting customs and traditions of these

d States, Holland, India, Brazil, and Congo want to keep their old customs, while others want to change

d where his parents or grandparents originally settled in the United States.

es he plays in his family, church, and school.

fer between himself and his family in the family setting.

families, schools, and churches in the world.

nstitution and the need for them.

re part of the school setting, with whom he interacts.

are rules in various social situations.

he main component and a game in which cooperation is a component.

a social system.

GENERALIZATION	CONCEPTS	
Man is a flexible, becoming creature. Through the socialization process, he can learn approved ways of behaving in a variety of societies.	Morality and choice	A. Morality dictates a standard of value.
		B. Man as a reasoning animal has the opp decisions.
		C. Morality implies conscience and choic
	Culture	A. People are much alike in feelings and
		B. People in other lands have customs anc
		C. People throughout the world today are at the same time, making changes to im
		D. Individuals and groups of individuals o
	Compromise and adjustment	A. Compromise and adjustment are the key change and conflict.
		B. Man faces the need to compromise and surroundings.
		C. Each culture is only a small part of a p adjustment and compromise.
		D. Man should recognize compromise and as a sign of weakness or surrender.

SUB-CONCEPTS

y dictates a standard of value.

a reasoning animal has the opportunity to make free choices but must accept responsibility for these ns.

y implies conscience and choice implies responsibility.

are much alike in feelings and needs, although they often differ in appearance, ideas, and customs.

in other lands have customs and traditions that have been passed down to them.

throughout the world today are striving to keep certain cultures and traditions that they value and ame time, making changes to improve their way of life.

uals and groups of individuals of diverse background have contributed to our cultural heritage.

mise and adjustment are the keys to successfully facing political, economic, social, and religious and conflict.

ces the need to compromise and adjust to his physical, economic, social, political, and religious dings.

ulture is only a small part of a product of its own invention and discovery; it is the result of nent and compromise.

ould recognize compromise and adjustment as a natural evolutionary concept and not interpret it gn of weakness or surrender.

BEHAVIORAL OBJECTIVES

A. The student will compare freedom in the United States to Russia by telling what families in each co

B. The student will distinguish between those freedoms he should possess and those that should be dicta to brush his teeth or not, whether to take things that are not his, which cartoon show to watch, wh

C. The student will tell why it is important for his parents as well as himself to follow simple rules of s

A. The student will name the needs and feelings that all men have in common, regardless of the differe

B. The student will put on a play depicting tradition in another land.

C. The student will draw pictures (before/after) of certain traditions that are undergoing change.

D. The student will identify the cultural contributions to the United States made by a given group of p

A. The student will describe orally why there is a need for getting along among nations and neighbor

B. The student will identify pictures of people who are obeying laws and those who are not.

C. The student will name various everyday articles we have today as a result of American cooperatio

D. The student will describe orally why fighting/bickering never solve anything and support his state

BEHAVIORAL OBJECTIVES

ussia by telling what families in each country can and cannot do.

uld possess and those that should be dictated to him - as which shirt/skirt to wear, whether
ot his, which cartoon show to watch, whether to eat an entire meal, or who to pick out as his friends.

well as himself to follow simple rules of safety and tell what might happen if they do not.

have in common, regardless of the differences in the cultures in which each lives.

her land.

aditions that are undergoing change.

United States made by a given group of people.

etting along among nations and neighbors.

ing laws and those who are not.

today as a result of American cooperation with other countries.

ever solve anything and support his statements with examples from his own school life.

GENERALIZATION	CONCEPTS	
Every group is a complex of roles. Group members perform given roles and have some understanding of the expectations associated with those roles. As a member of various groups, a person may learn and assume different roles during a particular period in his life and at various stages in his development and maturation.	Culture	A. People are much alike in feeling
		B. People in other lands have custo
		C. People throughout the world toda at the same time, making changes
		D. Individuals and groups of individu
	Dignity of man	A. All men are expected to respect
		B. Human dignity should imply to eve
		C. Worth of an individual cannot be
	Input and output	A. Many individuals are producers of
		B. All individuals are consumers; dire
		C. For a stable economy, there must

SUB-CONCEPTS

eople are much alike in feelings and needs, although they often differ in appearance, ideas, and customs.

eople in other lands have customs and traditions that have been passed down to them.

eople throughout the world today are striving to keep certain cultures and traditions that they value and t the same time,making changes to improve their way of life.

ndividuals and groups of individuals of diverse background have contributed to our cultural heritage.

ll men are expected to respect the dignity of other men.

uman dignity should imply to every citizen the worth of all individuals.

orth of an individual cannot be judged by accomplishment or social position.

any individuals are producers of either goods or services.

ll individuals are consumers; directly or indirectly they influence the production of items.

or a stable economy, there must be a balance between production and consumption.

BEHAVIORAL OBJECTIVES

A. The student will name two ways his life is similar to any other child his age in the world today.

B. The student will identify pictures of festivities and celebrations in other lands by naming the lan

C. The student will be able to match pictures of traditional celebrations in various countries with th

D. The student will identify the origins of any of our national holidays.

A. The student will draw a picture depicting kindness of one person to another.

B. The student will name the importance of two people in his classroom, in his community, and in

C. The student will be able to pictorially depict the roles of people in society.

A. The student will be able to sequence the steps involved in the production of any given commodi

B. The student will draw pictures of five items that he uses or consumes in a given day and tell ho

C. The student will demonstrate an elementary understanding of the law of supply and demand by s
in demand is no longer being produced.

BEHAVIORAL OBJECTIVES

y other child his age in the world today.

brations in other lands by naming the lands depicted.

l celebrations in various countries with the correct name of the country depicted.

nal holidays.

ne person to another.

his classroom, in his community, and in the world.

of people in society.

in the production of any given commodity and tell why it is necessary among the people involved.

s or consumes in a given day and tell how his consumption affects other people.

ing of the law of supply and demand by stating the consequences of any given situation where the commodity

GENERALIZATION	CONCEPTS	
The interdependence of groups in a complex contemporary society serves as a bond that holds that society together.	Sovereignty of the nation-state in the community of nations	A. National sovereignty exists where c emerge into such prominence as to f B. Today, nations are more closely inte purposes. C. Limitations are set by growing techn without considerations for the wishes sovereignty to interdependence amon D. Today, foreign policy is determined role of sovereignty in the twentieth
	Industrialization-urbanization syndrome	A. Historically the process of industriali B. The industrial process was both cause but it also set into motion several gre farms to the cities. C. Industrialization has provided jobs an soil and wanted to improve their posi D. With the growth of cities came slums a demand for labor and immigration. E. Industrial and commercial growth g industrialization-urbanization syndro hope and has posed many serious and
	Comparative advantage	A. A nation, group, or individual must h goals, be aware of the advantages an B. Compromise and adjustment are an im are the same.

SUB-CONCEPTS

al sovereignty exists where common bonds of geographic, economic, political, and cultural ties into such prominence as to form a nation.

, nations are more closely interrelated, and they are constantly changing in their development and es.

tions are set by growing technology and population. Modern nations can take only limited actions t considerations for the wishes of other nations, and the modern world is witnessing a giving-way of ignty to interdependence among nations.

, foreign policy is determined by government officials whose understanding is related to the changing f sovereignty in the twentieth century.

cally the process of industrialization is a product of technical advance.

dustrial process was both cause and effect. It was a product of science and a new commercial age, also set into motion several great social movements, such as the movement of population from the to the cities.

rialization has provided jobs and new ways of acquiring wealth; hence, people who lived from the nd wanted to improve their positions were drawn to the center of the industrial complex.

he growth of cities came slums with their multitude of social problems. Job opportunities brought and for labor and immigration. Then came migration with its uprooting of traditional ties.

rial and commercial growth gave rise to trusts, monopolies, social unrest, and class hatred. Thus the rialization-urbanization syndrome has given both hope and despair to mankind. It has offered great and has posed many serious and dangerous problems.

ion, group, or individual must have long-range goals for which to strive and in moving towards these , be aware of the advantages and disadvantages that develop along the way.

romise and adjustment are an important consideration when advantages enjoyed by two opposing forces e same.

BEHAVIORAL OBJECTIVES

A. The student will identify from pictures elements common to all nations-countries.

B. The student will draw pictures depicting how the airplane has brought men closer and name a given in of the world to communicate with one another.

C. The student will describe reasons why nations, like men, must cooperate in order to live together and

D. The student will identify from pictures the top leaders of our country and tell why they deal with othe

A. The student will describe the difference between the type of work done at home by his mother and a

B. The student will name five different jobs he would have or would like to have if he lived on a farm a a city.

C. The student will draw a simple sketch showing how the farmer's family depends on him and how he de

D. The student will name reasons why people move from one place to another and tell whether moving i

E. The student will diagram the framework of a monopoly and tell how it works in cities, e.g., use mar

A. The student will describe what he wants for his birthday (goal) and tell how he plans to get it (means

B. The student will orally describe at least two situations in which it is important to compromise and tel line during a game so that all students involved can enjoy the game.

BEHAVIORAL OBJECTIVES

to all nations-countries.

ne has brought men closer and name a given invention (T.V., radio) that has made it easier for all people

, must cooperate in order to live together and prosper.

f our country and tell why they deal with other countries.

pe of work done at home by his mother and a pioneer woman.

e or would like to have if he lived on a farm and five different jobs he would have or would like to have in

farmer's family depends on him and how he depends on the farm.

ne place to another and tell whether moving is always for the better.

and tell how it works in cities, e.g., use marbles, pencils as examples.

ay (goal) and tell how he plans to get it (means).

s in which it is important to compromise and tell why the compromise is important, e.g., give up place in
njoy the game.

GENERALIZATION	CONCEPTS	
A society exists in the minds of its members and occurs only when there is communication or interaction among those members. The mere grouping or aggregating of people does not produce a society.	Interaction	A. Individuals enter into relationships wi
		B. Within a social system the interactior
		C. Two general types of interaction are
		D. The basis of all human interaction is
	Loyalty	A. Loyalty is the willing devotion of an idea, or process.
		B. Loyalty processes are those means em
		C. The legislative process by which all s tatives are processes that should comm
		D. Loyalty to ideas such as human dignit more important than symbols.
	Government by the consent of the governed	A. Government is the creation of man to happiness.
		B. Whenever government fails to secure alter it to make it a more effective in
		C. To assure the respect for and the prac that their governments be established
		D. In a government governing by consent representative legislatures established
		E. Stability and the greatest guarantee of

SUB-CONCEPTS

iduals enter into relationships with a great number of individuals and groups.

in a social system the interaction of individuals and groups follows a certain form.

general types of interaction are competition and cooperation.

basis of all human interaction is found in social systems.

lty is the willing devotion of an individual to a cause greater than himself as represented by an institution,
, or process.

lty processes are those means employed to achieve as ends the other cultural values of a given society.

legislative process by which all sections of the country are represented and the choosing of one's represen-
ves are processes that should command loyalty.

lty to ideas such as human dignity, equality of opportunity, and freedom of speech and religion are ideas
e important than symbols.

ernment is the creation of man to secure the right of the individual to safety, tranquility, freedom, and
piness.

enever government fails to secure the rights guaranteed to people through its constitution, the people may
r it to make it a more effective instrument of their will.

ssure the respect for and the practice of the values men choose as important to their lives, it is necessary
their governments be established and operated by the consent of the governed.

government governing by consent of the governed there are elections, courts, impeachment processes, and
resentative legislatures established through which changes may be made.

bility and the greatest guarantee of rights and values are through government by consent of the governed.

BEHAVIORAL OBJECTIVES

A. The student will draw pictures indicating the different roles he has in his family and the classroom
church.

B. The student will state five examples of how people around the world communicate with one another

C. The student will identify from a group of pictures those examples which demonstrate sharing.

D. The student will describe how the home, school, and church work together in a society.

A. The student will identify from pictures depicting loyal and disloyal acts those which show loyalty

B. The student will describe why it is necessary that all people be loyal and obey rules in society and

C. The student will play the role of judicial and/or governmental officials in our society showing their
loyal to them.

D. The student will describe the importance of free speech and state the limitations he feels are necess

A. The student will describe what would occur in his country if there were no government to make and

B. The student will be able to state orally the difference between our government before and after the

C. The student will order the different steps involved in the elective process of the United States.

D. The student will be able to state orally why the elective process is important in the United States.

E. The student will tell the importance of having faith in the classroom president elected by majority

BEHAVIORAL OBJECTIVES

es he has in his family and the classroom as a brother or sister, a student in school, or a member of a

d the world communicate with one another.

examples which demonstrate sharing.

rch work together in a society.

nd disloyal acts those which show loyalty to his family and government.

ple be loyal and obey rules in society and tell what will happen if this is not done.

ental officials in our society showing their functions and telling why he, as an individual, should feel

and state the limitations he feels are necessary.

ry if there were no government to make and enforce rules, and to collect taxes.

etween our government before and after the Revolutionary War.

e elective process of the United States.

e process is important in the United States.

he classroom president elected by majority rule.

SUGGESTED MULTIMEDIA FOR SOCIOLOGY--

STANDARD FOCAL REFERENCE GUIDES

American Book Company
See and Say Books and Records (must be purchased in quantities of 10 per title)

Round Trip
Think First
So What
Welcome
New Faces
Look at Me
Keep Up
Just Stop It
It's Mine
Time Out
Just Ask
Just Something
Next Time
I Did
The Helper
A Friend
Can I Keep Him?

Harper and Row
Discussion Pictures for Beginning Social Sciences (discussion pictures)

Holt, Rinehart and Winston
Words in Action (discussion pictures)

Language Arts
Myself (study prints)
Other People Around Me (study prints)
Motor - Perceptual Learning (study prints)
Verbal Communication (study prints)

CONCEPT PENETRATION SOURCES

Benefic Press
You and Your Family (Big Book)
You and Others (Big Book)
You and Your Friends (Big Book)

I A
M
My
I C
Co
I L
Pe
Go
I G
My
My
Ho
Ho

Bowma
Fat
Do
My

Holt,
Wi

Laidla
Peo

Learni
My

Silver
Fam

Societ
Fam

GESTED MULTIMEDIA FOR SOCIOLOGY--KINDERGARTEN

ES

nust be purchased in

me Out
ust Ask
ust Something
ext Time
Did
e Helper
Friend
an I Keep Him?

Social Sciences

res)

prints)
dy prints)
nts)

I Am Here
My Family and I
My Friends and I
I Can Do It
Community Friends
I Live in the City
Pets and Others
Going and Coming
I Go to School
My School Room
My Days at School
How People Live in the Big City (from Uni-Kit A)
How Families Live Together (from Uni-Kit A)

Bowmar
  Father is Big
  Do You Know What?
  My Tricycle and I

Holt, Rinehart and Winston
  William, Andy and Ramon

Laidlaw
  People at Home

Learning Arts
  My Family, My Home (study prints)

Silver Burdett
  Families Around the World (picture - charts)

Society for Visual Education
  Families at Work and Play (pictures)

FILMSTRIPS

Churchill Filmstrips
- They Need Me
- Mothers Work Too
- Fathers Work Too

Encyclopaedia Britannica
- The Home Community
- Shelter
- Developing Your Personality
- Guidance Story

McGraw-Hill
- Childrens Word Series
- How We Get Our Homes
- Families Around the World

Society for Visual Education
- Robert and His Family
- True Community Helper Series
- Learning to Live Together

MAPS AND ATLASES

Rand McNally
- Primary Globe #16-5002-C

RECORDS

Decca
- The Little House
- Singing Across the Land

Folksway Scholastic Record
- Sounds of My City

R. C. A.
- Aroun
- What

16mm FILMS

Clark Cou
- F 502
- F 552
- F 058
- F 517
- F 561
- F 556
- F 559
- F 527

- F 527
- F 041
- F 041
- F 558
- F 020

(New Fil

Aims
- Guida
- Guida
- Mothe
- House

Bailey
- We Li

Coronet
- Fairn
- The F
- Your

R. C. A.
- Around the Block, Around the World
- What Do You Want to be When You Grow Up?

16mm FILMS (Owned by the District)

Clark County Media Operations
- F 5029 Building a House
- F 5524 Let's Build a House
- F 0586 A New House, Where It Comes From
- F 5173 Pipes in the House
- F 5613 What Do Fathers Do
- F 5569 Allen is My Brother
- F 5596 Our Family Works Together
- F 5270 Beginning Responsibility: Doing Things For Ourselves in School
- F 5273 Beginning Responsibility: Rules at School
- F 0411 Beginning Responsibility: Taking Care
- F 0410 Beginning Responsibility: Books and Their Care
- F 5582 Courtesy for Beginners
- F 0209 The Cautious Twins

(New Films Recommended For Purchase)

Aims
- Guidance - Let's Have Respect
- Guidance - What's Right
- Mothers - What They Do
- Houses Ahead

Bailey
- We Live in a Trailer

Coronet
- Fairness for Beginners
- The Fun of Making Friends
- Your Family

(New Films Recommended For Purchase, cont'd)

- Film Associates
  - Getting Angry
  - Growing Up - Growing Older
  - School Problems

- McGraw-Hill
  - Families and Shelter
  - Families and Jobs
  - Families and Rules
  - Families and Learning
  - Cities and Shelter

	GENERALIZATION	CONCEPTS	
		Sovereignty of the nation-state in the community of nations.	A. Natio politic nation B. Today changi C. Limita can ta nations to inte D. Today standin century
HISTORY GEOGRAPHY POLITICAL SCIENCE SOCIOLOGY ECONOMICS ANTHROPOLOGY SOCIOLOGY Level 1 Vehicles Comparative Studies Words Schools Holidays Safety Transportation Communication Food Shelter Clothing	Man is a social animal who lives in groups. He may belong to a variety of groups, each of which can be differentiated by its structure.	Conflict--its origin, expression, and resolution	A. Conflic of civi B. Society than to existen them to with wh C. This co terns of and the
		Compromise and adjustment	A. Compro econom B. Man fa social, C. Each cu discove D. Man sh concept

N	CONCEPTS	SUB-CONCEPTS
	Sovereignty of the nation-state in the community of nations.	A. National sovereignty exists where common bonds of geographic, economic, political, and cultural ties emerge into such prominence as to form a nation. B. Today, nations are more closely interrelated, and they are constantly changing in their development and purposes. C. Limitations are set by growing technology and population. Modern nations can take only limited actions without considerations for the wishes of other nations, and the modern world is witnessing a giving-way of sovereignty to interdependence among nations. D. Today foreign policy is determined by government officials whose understanding is related to the changing role of sovereignty in the twentieth century.
who y be- ups,	Conflict--its origin, expression, and resolution	A. Conflict is characteristic of the growth and development of individuals and of civilization as a whole. B. Society is constantly pressured to respond to conflicting forces. Rather than to minimize conflict or shield young students from the fact of its existence, we should make them aware of the origins of conflict and help them to develop healthy attitudes toward conflict as an aspect of reality with which they must learn to cope. C. This concept is developed to assist the student to acquire satisfactory patterns of conflict resolution whether with classmates, between individuals and the state, or between nations, to be used throughout life.
	Compromise and adjustment	A. Compromise and adjustment are the keys to successfully facing political, economic, social, and religious change and conflict. B. Man faces the need to compromise and adjust to his physical, economic, social, political, and religious surroundings. C. Each culture is only a small part of a product of its own invention and discovery; it is the result of adjustment and compromise. D. Man should recognize compromise and adjustment as a natural evolutionary concept and not interpret it as a sign of weakness or surrender.

BEHAVIORAL OBJECTIVES

A. The student will name the importance of various transportative/communicative devices as they relat

B. The student will tell how nations A,B, and C cooperate in the economic sphere of food distribution.

C. The student will identify various forms of technology in our society today and tell how they help hin

D. The student will select from a list of 5 pictures of known men, the one who would be most capable o

A. The student will define what consitutes a problem.

B. The student will orally identify proper wearing attire for any given activity and identify some probl

C. The student will describe various ways (alternatives) of solving a given problem.

A. The student, involved in a conflict situation within his classroom, will compromise and adjust his po

B. The student will select from a group of pictures, the successful conflict resolutions.

C. The student will describe how adjustment of living habits is necessary with the advent of a given ne

D. The student will be able to list the advantages of a compromise in a given classroom situation.

BEHAVIORAL OBJECTIVES

ortative/communicative devices as they relate to drawing a nation together.

e in the economic sphere of food distribution.

n our society today and tell how they help hinder man.

wn men, the one who would be most capable of making national decisions and tell why.

for any given activity and identify some problems that might occur were the appropriate clothing not worn.

f solving a given problem.

is classroom, will compromise and adjust his position so that a resolution can be reached.

uccessful conflict resolutions.

bits is necessary with the advent of a given new invention.

ompromise in a given classroom situation.

GENERALIZATION	CONCEPTS	
Society exists in the minds of its members and occurs only when there is communication or interaction among those members. The mere grouping or aggregating of people does not produce a society.	Comparative advantage	A. A nation, a group, or an indivic goals, be aware of the advantag B. Compromise and adjustment are the same.
	Causation	A. There is a relationship of cause B. Causation attempts to develop a C. Cause and effect have the chara understood only if they know en about several effects that seemin D. The fact that events do not just and meaning of all social action
	Empathy	A. Empathy is the concept of demon identical with or similar to the r B. Empathy is a basic function in so C. The ability to exert empathy dep understand a person or a problem

SUB-CONCEPTS

group, or an individual must have long-range goals for which to strive and in moving toward these
ware of the advantages and disadvantages that develop along the way.

and adjustment are an important consideration when advantages enjoyed by two opposing forces are

elationship of cause and effect.

ttempts to develop a method of thinking as well as an understanding of causes and effects around us.

effect have the character of multiplicity. (This means that operation of cause and effect can be
only if they know enough about the factors involved in the causal chain. A single act may bring
ral effects that seemingly become more isolated as the series of effects expands.)

at events do not just happen but that they are caused appears to be basic to a grasp of the course
ng of all social action.

the concept of demonstrating ability to understand others through one's self-responses that are
ith or similar to the responses of others.

a basic function in society in relation to sharing the attitudes and behavior of others.

to exert empathy depends on the amount of knowledge and experience one has when attempting to
a person or a problem.

BEHAVIORAL OBJECTIVES

A. The student will be able to order the various activities listed in preparation for a moon flight and will be-

B. The student, when presented with a picture sequence of a compromise, will state what the advantages of

A. The student will draw the corresponding effect pictures when given a series of causation pictures.

B. The student will be able to order a given sequence of cause-effect pictures.

C. The student will describe some of the effects of a given act.

D. The student will be able to verbally name the events leading up to a given effect.

A. The student will be able to role-play in a situation involving empathy.

B. The student will identify his feelings about any of his daily activities in school and/or the home.

C. The student will match emotions of love, hate, fear, anxiety, and sorrow to pictures depicting them an
context portrayed.

BEHAVIORAL OBJECTIVES

preparation for a moon flight and will be able to describe the difficulties encountered in this venture.

romise, will state what the advantages of the compromise were to each party.

iven a series of causation pictures.

fect pictures.

p to a given effect.

mpathy.

tivities in school and/or the home.

and sorrow to pictures depicting them and speculate as to why they are occuring in the particular

GENERALIZATION	CONCEPTS	
	Institution	A. Every institution has special stat B. The three primary institutions in C. Institutions are creations that dev D. Every major institution must have
Man is a flexible, becoming creature. Through the socialization process, he can learn approved ways of behaving in a variety of societies.	Social control	A. There are many types of authority B. There is a need for social control
	Interaction	A. Individuals enter into relationship B. Within a social system, the interac C. Two general types of interaction D. The basis of all human interaction

SUB-CONCEPTS

very institution has special statutes and roles.

e three primary institutions in American society have different effects on individuals within the society.

stitutions are creations that developed from needs of human beings.

very major institution must have organization and a code of norms and specifications.

ere are many types of authority that act as means of social control.

ere is a need for social control at all levels of society.

dividuals enter into relationships with a great number of individuals and groups.

thin a social system, the interaction of individuals and groups follow a certain form.

wo general types of interaction are competition and cooperation.

e basis of all human interaction is found in social systems.

BEHAVIORAL OBJECTIVES

A. The student will draw pictures indicating his role at school and at home.

B. The student will tell what effect the school has on him, his siblings, and his father and mo

C. The student will match pictures depicting individual members of a family with the institutio
and home.

D. The student will demonstrate that he can obey rules by following all rules in the classroom

A. The student will explain the reasons for any given safety precautions, e.g., in playground

B. The student will describe what would happen if everyone in the class or school did what he

A. The student will draw pictures of all the types of people he encounters in a day.

B. The student will describe orally the necessary rules for a discussion session in his classroom

C. The student will function in a cooperative game situation and a competitive game situatio

D. The student will draw a picture of where he has the best time with people.

BEHAVIORAL OBJECTIVES

chool and at home.

, his siblings, and his father and mother.

embers of a family with the institution with which each is most associated, e.g.,children, school, mother,

following all rules in the classroom.

ety precautions, e.g., in playground activities, handling matches, and talking to strangers.

yone in the class or school did whathe wanted to, whenever he wanted.

ple he encounters in a day.

or a discussion session in his classroom.

ation and a competitive game situation during his physical education period.

est time with people.

GENERALIZATION	CONCEPTS	S
The interdependence of groups in a complex contemporary society serves as a bond that holds that society together.	Input and output	A. Many individuals are producers of either good
		B. All individuals are consumers; directly or indi
		C. For a stable economy there must be a balance
	Habitat and its significance	A. Man affects and is affected by his natural env
		B. Habitat is the resource base of man's society.
		C. Water in the form of oceans, rivers, and lake agriculture, communication, transportation,
		D. Land forms influence climate and the provisio
		E. Climate influences ways of living.
		F. Habitat tends to direct man until he accepts
		G. International problems are often caused ge
		H. Rituals, ceremonies, and superstitions of vari
	Social change	A. Change is a neutral process; it may progress
		B. Some societies change at a more rapid rate o
		C. There are many causes for social change suc 1. Contact between cultures. 2. The interaction of new ideas or materials 3. The development of modern means of comm 4. Innovation as means of meeting the challe

SUB-CONCEPTS

individuals are producers of either goods or services.

dividuals are consumers; directly or indirectly they influence the production of items.

stable economy there must be a balance between production and consumption.

affects and is affected by his natural environment.

tat is the resource base of man's society.

r in the form of oceans, rivers, and lakes covers three-fourths of the earth's surface influencing climate, ulture, communication, transportation, and trade.

forms influence climate and the provision of food, shelter, and clothing.

ate influences ways of living.

tat tends to direct man until he accepts or alters it.

national problems are often caused by geographic conditions.

ls, ceremonies, and superstitions of various people may be related to their physical environment.

nge is a neutral process; it may progress or decline.

e societies change at a more rapid rate of progress than others.

e are many causes for social change such as the following:
ontact between cultures.
he interaction of new ideas or materials within a culture.
he development of modern means of communication and transportation.
nnovation as means of meeting the challenge of social, economic, and political problems.

BEHAVIORAL OBJECTIVES

A. The student will identify from a set of ten pictures those that represent goods and those that represent

B. The student will draw pictures of all the things he consumes in a one day period.

C. The student will depict on paper (draw) the relationship between the farmer and the city dweller in th

A. The student will verbalize how we in Las Vegas live differently from people living in Mt. Charleston.

B. The student will tell what effects natural resources have on a given society.

C. The student will identify on the globe the land areas and the water areas.

D. The student, given the landforms of an area, will tell what type of house would be lived in and what

E. The student, given the landforms of an area, will describe the type of clothing that would be worn in

F. The student will be able to tell what we have done in Las Vegas to enable us to live in a desert regio

G. The student will research and then list reasons why location of water could cause a problem between

H. The student will enact a characteristic ceremony/ritual for any group of people and tell how it devel

A. The student will list various forms of change within a family, school, or business and tell whether the

B. The student will tell why an island society would change less rapidly than a continental society.

C. The student will list the elements that caused a given society to change.

BEHAVIORAL OBJECTIVES

s those that represent goods and those that represent services.

consumes in a one day period.

ionship between the farmer and the city dweller in the area of food production-consumption.

ive differently from people living in Mt. Charleston.

es have on a given society.

reas and the water areas.

l tell what type of house would be lived in and what type of food would be eaten in the area.

ll describe the type of clothing that would be worn in any given climate area.

one in Las Vegas to enable us to live in a desert region.

why location of water could cause a problem between neighbors or countries.

y/ritual for any group of people and tell how it developed from the physical environment of the area.

thin a family, school, or business and tell whether these changes represent progress or decline.

d change less rapidly than a continental society.

given society to change.

GENERALIZATION	CONCEPTS	SU
Every group is a complex of roles. Group members perform given roles and have some understanding of the expectations associated with those roles. As a member of various groups, a person may learn and assume different roles during a particular period in his life and at various stages in his development and maturation.	Conflict--its origin, expression, and resolution	A. Conflict is characteristic of the growth and de B. Society is constantly pressured to respond to co young students from the fact of its existence, w help them to develop healthy attitudes toward to cope. C. This concept is developed to assist the student with classmates, between individuals and the s
	Comparative advantage	A. A nation, group, or individual must have long- goals, be aware of the advantages and disadvan B. Compromise and adjustment are an important co forces are the same.

SUB-CONCEPTS

characteristic of the growth and development of individuals and of civilization as a whole.

onstantly pressured to respond to conflicting forces. Rather than to minimize conflict or shield
nts from the fact of its existence, we should make them aware of the origins of conflict and
o develop healthy attitudes toward conflict as an aspect of reality with which they must learn

t is developed to assist the student to acquire satisfactory patterns of conflict resolution whether
ates, between individuals and the state, or between nations to be used throughout life.

roup, or individual must have long-range goals for which to strive and in moving towards these
ware of the advantages and disadvantages that develop along the way.

e and adjustment are an important consideration when advantages enjoyed by two opposing
he same.

BEHAVIORAL OBJECTIVES

A. The student will tell what he would do if faced with the problem of his parents telling him one thing

B. The student will identify the various processes of getting things done in the classroom/school.

C. The student, given a situation involving conflict and a list of acceptable and unacceptable resoluti

A. The student will be able to list what preparation is necessary for proper development of a class proje

B. The student will explain in simple terms the advantages/problems of bartering/trading with somethin

BEHAVIORAL OBJECTIVES

roblem of his parents telling him one thing and his friends telling him another.

hings done in the classroom/school.

st of acceptable and unacceptable resolutions, will distinguish and select those which are acceptable.

ary for proper development of a class project.

roblems of bartering/trading with something that belongs to him.

SUGGESTED MULTIMEDIA FOR SOCIOLOG

STANDARD FOCAL REFERENCE GUIDES

Benefic Press
  You and Your Friends (charts)

David Cook
  Teaching Pictures (charts)

Harper and Row
  Discussion Pictures for Beginning Social Studies (charts)

Holt, Rinehart and Winston
  Words and Actions (charts)

Language Arts
  Motor Perceptual Learning (charts)
  Verbal Communications (charts)
  Other People Around Me (charts)
  Myself (charts)

Safety Pictures
  Children Around the World (charts)

Silver Burdett
  "The Earth, Home of People"-- to accompany Families and Their Needs (charts)
  Christmas Around the World (charts)
  Families Around the World (charts)
  Living in the United States (charts)
  Living in Kenya (charts)
  Living in France (charts)
  Living in Japan (charts)
  Living in Brazil (charts)

Society for Visual Education
  School Helpers (charts)

Franklin Watts
  A Trip Through the School (charts)

CONCEPT PENETR

Allyn and Baco
  Learning Abo
  Learning Abo

Benefic Press
  You Visit a F
  You Visit a S
  You Visit a M
  You Visit a N
  You Visit a D
  You Visit a S

  In Our Class
  In Our Schoo
  About Our Sc
  Going to Sch
  My Friends ar
  My Family an
  I Can Do
  I Live in a Ci
  Community Fr
  Pets and Othe

Uni-Kit A - Sup
  How People E
  How Foods are
  How We get C
  How Schools H
  How We Cele
  How Airplanes
  How We Cele
  How People Li
  How We Use M
  How We Get
  How Doctors H

UGGESTED MULTIMEDIA FOR SOCIOLOGY--LEVEL 1

CONCEPT PENETRATION SOURCES (BOOKS)

Allyn and Bacon
  Learning About Our Neighbors
  Learning About Our Families

Benefic Press
  You Visit a Fire Station
  You Visit a Steamship - Airport
  You Visit a Museum, Library
  You Visit a Newspaper, Television Station
  You Visit a Dairy, Clothing Factory
  You Visit a Sugar Refinery

l Studies

  In Our Class
  In Our School
  About Our School
  Going to School
  My Friends and I
  My Family and I
  I Can Do
  I Live in a City
  Community Friends
  Pets and Other Animals

ompany Families

Uni-Kit A - Supplementary Books
  How People Earn and Use Money
  How Foods are Preserved
  How We get Our Cloth
  How Schools Help Us
  How We Celebrate Our Fall Holidays
  How Airplanes Help Us
  How We Celebrate Our Spring Holidays
  How People Live in the Big City
  How We Use Maps and Globes
  How We Get Our Shelter
  How Doctors Help Us

(CONCEPT PENETRATION SOURCES cont'd)

Bowmar
  Do You Know What?
  Father Is Big
  My Tricycle and I
  Three Baby Chicks
  Watch Me Indoors

Follett
  Exploring with Friends

Laidlaw
  People At Home
  Families and Social Needs
  Communities and Social Needs

Prentice - Hall
  People and Their Social Actions (Man in Action Series)

Science Research Associates
  Families At Work

Silver Burdett
  Families and Their Needs

FILMSTRIPS AND SLIDES

Churchill
  Mothers Work Too
  Fathers Work
  They Need Me
  A City is Many Things
  Airport Service

Education Electronics
  Life in a Nutshell - Set 1

t'd)

an in Action Series)

Encyclopaedia Britannica
  Guidance Stories
  The Neighborhood Community
  Safety Tales - Walt Disney

  Families Around the World

  The City Community (consists of the following:)
  Here is the City
  Business in the City
  Living in the City

McGraw - Hill
  Our Friends - The American Indians
  Children of Europe Series
  Children of Latin America Series
  Christmas in Many Lands
  Children of Pioneer Times
  Holiday Series, Set 1
  How We Get Our Homes - Set II
  Transportation Set
  Cities and Protection
  Cities and Recreation
  Cities and Manufacturing
  Families and Shelters
  Families and Jobs
  Families and Transportation
  Cities and Commerce
  O'er the Ramparts We Watched
  Japanese Village Life
  Cities and Government
  Children of the Fort
  Families and Rules
  Families and Learning

Society for Visual Education
  Robert and His Family, 1967
  Learning to Live Together, 1961
  The True Community Helper's Series

MAPS AND ATLASES

Rand McNally
  Going Places Series (Primary - U.S. Desk Maps)
    Which Way?
      Student Text
      Activity Book
      Teacher's edition
    How Far?
      Student text
      Activity book
      Teacher's edition
    Where?
      Student text
      Activity book
      Teacher's edition

  Basic Curriculum Series - Reference materials (one each for each primary classroom, 1-4)
    Transportation and You
    Our American Flag
    Clothing and You
    Communication and You
    Communities and You
    Food and You
    Shelter and You

RECORDS

Decca
  Let's Sing While We Work and Play
  Singing Across the Lands
  The Little House
  Sounds of My City

R.C.A.
  Around the Block, Around the World
  What Do You Want to be When You Grow Up?
  Hardtrack and Railroad Songs

S.R.A. -
  Rec

16mm. FIL

Basic Ne
  Bake
  Clot
  Dair
  Farn
  The
  The
  Rair
  Story
  Hom
  Mea
  The
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Communit
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  The
  Every
  Help
  Neig
  Wha
  Pipes

Conservat
  Tad,
  Cons
  The L
  Wate

esk Maps)

aterials
1-4)

row Up?

S.R.A.
Records to accompany Our Working World

16mm. FILMS (Now Owned by the District)

Basic Needs
- Bakery Beat
- Clothes We Wear
- Dairy Farm
- Farm Babies and Their Mothers
- The Food Store
- The New House, Where it Comes From
- Rainshower
- Story of the Wholesale Market
- Homes Around the World
- Meat: From Range, Market, Production
- The Wheat Farmer
- Your Daily Bread

Communication
- Communication for Beginners

Community
- Policeman: Day and Night
- Postman: Rain or Shine
- The City
- Everyone Helps in a Community
- Helpers Who Come to Our School
- Neighborhoods are Different
- What is a Neighborhood
- Pipes in the House

Conservation
- Tad, the Frog
- Conserving our Forests
- The Lumberman
- Water, Water, Everywhere

16mm FILMS (cont'd)

Transportation
- Footpath to Air Lane
- Airplane Trip by Jet
- Airplane in the Jet Age
- Busy Airport
- Billy's Helicopter Ride
- The Big Wide Highway
- The Truck Drivers
- Trucks and Trains
- Boats and Ships
- Seaport
- Tugboats and Harbors
- Eggs to Market
- Skipper Learns a Lesson
- Allen is My Brother
- Our Family Works Together

Aims (New films recommended for purchase)
- Food Preservation
- Dairy Farm Today
- Fireboat - Ready for a Run
- House Ahead
- Silk - Cocoon to Clothing
- Transportation by Helicopters
- Guidance - Let's Have Respect
- Guidance - What's Right?
- Community Helpers
- Cleaners and Laundries
- Night Community Helpers
- Transportation by Bus
- Communications Help the Community
- Trucks and Truck Transportation

Avis
- Children of Hawaii

Coronet
- Boy of India

Boy of
Life o
A Pion
Indian
Life in
Conse
We Ex

Sid Davi
Plan
The C

Encyclop
Yugos
The O
Midla
If You
South
The N
Clothi
Shelte
Produ
Villag
The U

Film Ass
I Live
Food
Boy o
Man

McGraw
Citie
Citie
Citie
Citie

Sterling
Villa
All K
Pione

Boy of Japan
Life of a Philippine Family
A Pioneer Home
Indian Series
Life in Hot Wet Lands
Conservation for Beginners
We Explore Mountain Life

Sid Davis
Plants of the Desert
The Changing Desert

Encyclopaedia Britannica
Yugoslav Boy: Story of Frame
The Orange Grower
Midland Metropolis
If You Could See the Earth
South Pacific Island Children
The Northeast: Port of New York
Clothing
Shelter
Produce: From Farm to Market
Village in China Today
The United States Flag Series

Film Associates
I Live in Hawaii
Food of Southeast Asia
Boy of Southeast Asia
Man Makes a Desert

McGraw - Hill
Cities and Government
Cities and Manufacturing
Cities and Geography
Cities and Commerce

Sterling
Village Family - Crete
All Kinds of People
Pioneer Village

HISTORY
GEOGRAPHY
POLITICAL SCIENCE
SOCIOLOGY
ECONOMICS
ANTHROPOLOGY

SOCIOLOGY
Level 2

Vehicles

Comparative Studies:
- Communities
- Workers
- Landforms
- Languages
- Cooperation
- Competition
- Plays
- Animals
- People
- Social Groups

GENERALIZATION	CONCEPTS	
Man is a social animal who lives in groups. He may belong to a variety of groups, each of which can be differentiated by its structure.	Industrialization-urbanization syndrome	A. The- scie grea farm B. Indu Henc posit C. With prob grati D. Indu unre synd grea
	Secularization	A. Early disas ruled
	Habitat and its significance	A. Wate the e trans B. Clim C. Habi D. Inter

	CONCEPTS	SUB-CONCEPTS
ves a	Industrialization-urbanization syndrome	A. The industrial process was both cause and effect. It was a product of science and a new commercial age, but it also set into motion several great social movements such as the movement of population from the farms to the cities. B. Industrialization has provided jobs and new ways of acquiring wealth. Hence, people who lived from the soil and wanted to improve their positions were drawn to the center of the industrial complex. C. With the growth of cities came slums with their multitude of social problems. Job opportunities brought a demand for labor and immigration. Then came migration with its uprooting of traditional ties. D. Industrial and commercial growth gave rise to trusts, monopolies, social unrest, and class hatred. Thus the industrialization-urbanization syndrome has given both hope and despair to mankind. It has offered great hope and posed many serious and dangerous problems.
ich	Secularization	A. Early tribes attributed productive rainfall, plentiful game, and natural disaster to their gods. Ancient states believed that their monarchs ruled by divine right.
	Habitat and its significance	A. Water in the form of oceans, rivers, and lakes covers three-fourths of the earth's surface influencing climate, agriculture, communication, transportation, and trade. B. Climate influences ways of living. C. Habitat tends to direct man until he accepts or alters it. D. International problems are often caused by geographic conditions.

BEHAVIORAL OBJECTIVES

A. The student will be able to explain why fewer people now engage in farming than in the past.

B. The student will name major economic activities associated with any given city, e.g., Las Vega New York.

C. The student will be able to list ways our country can help slum children and what the class could

D. The student will be able to draw the elements that are involved in an industrial complex, e.g.,

A. The student will be able to exhibit, through drawings, the religious aspects of the North American

A. The student will be able to identify, on a globe, land areas and water areas.

B. The student will be able to depict the ways that climate affects people in a given area.

C. The student will be able to tell how people living in Nevada and Alaska are affected differently

D. The student will be able to describe orally the problem of fishing in international waters.

BEHAVIORAL OBJECTIVES

ow engage in farming than in the past.

ated with any given city, e.g., Las Vegas, Nevada; Washington, D.C.; Chicago, Illinois; New York,

elp slum children and what the class could do as their share to help.

involved in an industrial complex, e.g., transportation, people, raw materials.

e religious aspects of the North American Indian culture.

areas and water areas.

te affects people in a given area.

Nevada and Alaska are affected differently by the climate.

m of fishing in international waters.

GENERALIZATION	CONCEPTS	SU
Society exists in the minds of its members and occurs only when there is communication or interaction among those members. The mere grouping or aggregating of people does not produce a society.	Loyalty	A. Loyalty is the willing devotion of an individua institution, idea, or process. B. Loyalty processes are those means employed to C. The legislative process by which all sections o representatives are processes that should comm D. Loyalty to ideas such as human dignity, equali more important than symbols.
	Input and output	A. Many individuals are producers of either goods B. All individuals are consumers; directly or indir C. For a stable economy, there must be a balance
	Institution	A. Every institution has status and special roles. B. The three primary institutions in American soci C. Institutions are creations that developed from n D. Every major institution must have organizatio

SUB-CONCEPTS

e willing devotion of an individual to a cause greater than himself as represented by an dea, or process.

esses are those means employed to achieve as ends the other cultural values of a given society.

ve process by which all sections of the country are represented and the choosing of one's es are processes that should command loyalty.

deas such as human dignity, equality of opportunity, and freedom of speech and religion are ideas nt than symbols.

duals are producers of either goods or services.

als are consumers; directly or indirectly they influence the production of items.

economy, there must be a balance between production and consumption.

tion has status and special roles.

rimary institutions in American society have different effects on individuals within the society.

are creations that developed from needs of human beings.

institution must have organization and a code of norms and specifications.

BEHAVIORAL OBJECTIVES

A. The student will compare and contrast loyalty in friendship to that of loyalty to the nation.

B. The student will describe orally the relationship between a strong country and the loyalty to tha

C. The student will demonstrate his understanding of the democratic legislative process by organizin

D. The student will draw pictures depicting his freedoms as an American.

A. The student will choose from a set of pictures those which are goods and those which are service

B. The student will draw pictures of goods and services consumed by his family each day.

C. The student, in a production-consumer situation, will play the role of the producer and/or cons e.g., storekeeper.

A. The student will list the functions of family, school, and community.

B. The student will portray his role in each of the institutions of family, school, and community th

C. The student will classify under the headings of family, school, and community those functions f

D. The student will construct three charts noting organizational structures of family, school, and c three structures.

BEHAVIORAL OBJECTIVES

ndship to that of loyalty to the nation.

ween a strong country and the loyalty to that country.

e democratic legislative process by organizing a classroom election.

ns as an American.

which are goods and those which are services.

consumed by his family each day.

ill play the role of the producer and/or consumer and tell how each fits into the system of economy,

l, and community.

itutions of family, school, and community through role-playing.

ily, school, and community those functions for which each institution has prime responsibility.

nizational structures of family, school, and community and describe the similarities and differences among the

GENERALIZATION	CONCEPTS	
Man is a flexible, becoming creature. Through the socialization process, he can learn approved ways of behaving in a variety of societies.	Social control	A. There are many types of authority th B. There is a need for social control at
	Freedom and equality	A. Freedom refers to the relative absenc B. In the Western world, equality has c of opportunity. C. Taken to extremes, freedom may mea D. This concept of equality is an Americ absolutes. It is committed to a belie the freedom of the individual with th men.
	Compromise and adjustment	A. Compromise and adjustment are the ke change and conflict. B. Man faces the need to compromise anc surroundings. C. Each culture is only a small part of a and compromise. Survival depends up D. Man should recognize compromise and a sign of weakness or surrender.

SUB-CONCEPTS

There are many types of authority that act as means of social control.

There is a need for social control at all levels of society.

Freedom refers to the relative absence of perceived external restraints on individual behavior.

In the Western world, equality has come to mean equality before law, equal access to suffrage, and equality of opportunity.

Taken to extremes, freedom may mean chaos and equality may become tyranny of the majority.

This concept of equality is an American tradition. It is a pragmatic tradition and is committed to few absolutes. It is committed to a belief in human dignity and has sought to advance that dignity by protecting the freedom of the individual with the equality of all men under the egis of a government of laws and not of men.

Compromise and adjustment are the keys to successfully facing political, economic, social, and religious change and conflict.

Man faces the need to compromise and adjust to his physical, economic, social, political, and religious surroundings.

Each culture is only a small part of a product of its own invention and discovery; it is the result of adjustment and compromise. Survival depends upon the ability to adjust and compromise.

Man should recognize compromise and adjustment as a natural evolutionary concept and not interpret it as a sign of weakness or surrender.

BEHAVIORAL OBJECTIVES

A. The student will define orally the following terms: laws, rules, praise, and ridicule.

B. The student will explain the need for rules in his classroom and tell why these same rules might n

A. The student will describe the freedoms he has in the classroom and identify what restrains his beha

B. The student will state a way in which a given condition of "equality of opportunity" can be inter

C. The student will role-play a playground situation without rules.

D. The student will identify certain laws that all men must obey.

A. The student will state compromise adjustments for a given dispute.

B. The student will name the adjustments a person would need to make if he were taken 100 years ba

C. The student will list ways the North American Indian contributed to the culture of the colonies.

D. The student will choose from a set of pictures the matching compromise for a given situation.

BEHAVIORAL OBJECTIVES

laws, rules, praise, and ridicule.

ssroom and tell why these same rules might not be applicable in another class.

classroom and identify what restrains his behavior.

ition of "equality of opportunity" can be interpreted as allowing/or not allowing for equality.

ithout rules.

must obey.

given dispute.

uld need to make if he were taken 100 years back in time.

ian contributed to the culture of the colonies.

matching compromise for a given situation.

GENERALIZATION	CONCEPTS	
The interdependence of groups in a complex contemporary society serves as a bond that holds that society together.	Morality and choice	A. Morality dictates a standard of value. B. Man as a reasoning animal has the opportun decisions. C. Morality implies conscience and choice imp
	Dignity of man	A. All men are expected to respect the dignity B. Human dignity should imply to every citizen C. Worth of an individual cannot be judged by

SUB-CONCEPTS

orality dictates a standard of value.

an as a reasoning animal has the opportunity to make free choices but must accept responsibility for these
cisions.

orality implies conscience and choice implies responsibility.

l men are expected to respect the dignity of all other men.

uman dignity should imply to every citizen the worth of all individuals.

orth of an individual cannot be judged by accomplishments or social position.

BEHAVIORAL OBJECTIVES

A. The student will identify those actions acceptable by our society in the realm of law and order.

B. The student will identify from a list those statements that are to be obeyed without question in t

C. The student will give reasons why some students have more privileges than others in his school.

A. The student will list the people in the community who help him daily.

B. The student will list the attributes necessary for a peer or an adult to be considered a friend an

C. The student will put in sequence ,(from important to least important, a list of qualities which ar
and social position at the bottom.

BEHAVIORAL OBJECTIVES

by our society in the realm of law and order.

ts that are to be obeyed without question in the schools and those that are open to question.

ve more privileges than others in his school.

who help him daily.

peer or an adult to be considered a friend and tell whether the association breeds cooperation or competition.

to least important, a list of qualities which are important in judging human dignity, leaving accomplishments

GENERALIZATION	CONCEPTS	S
Every group is a complex of roles. Group members perform given roles and have some understanding of the expectations associated with those roles. As a member of various groups, a person may learn and assume different roles during a particular period in his life and at various stages in his development and maturation.	Power	A. Power has many connotations to many differe
		B. Power relationships abound throughout societ
		C. Power can either be a goal or the means to g
	Social control	A. There are many types of authority that act as
		B. There is a need for social control at all level
	Interaction	A. Individuals enter into relationships with a gre
		B. Within a social system the interaction of indi
		C. Two general types of interaction are competi

SUB-CONCEPTS

ower has many connotations to many different people.

ower relationships abound throughout society and societies.

ower can either be a goal or the means to goal attainment.

here are many types of authority that act as means of social control.

here is a need for social control at all levels of society.

ndividuals enter into relationships with a great number of individuals and groups.

ithin a social system the interaction of individuals and groups follows a certain form.

wo general types of interaction are competition and cooperation.

BEHAVIORAL OBJECTIVES

A. The student will distinguish between the different roles associated with leader and follower for

B. The student will put in order from the highest to the lowest the power structure of his family an

C. The student will list reasons why a student would want to be president of his classroom.

A. The student will construct a chart showing the power structure of the school/community.

B. The student will state the amount of power a given person should have within a specific power s

A. The student will identify common goals evident in various social groups from the standpoint of n

B. The student will diagram the form of interaction needed in a given game situation.

C. The student will choose from a list of situations those situations representing competition and th

BEHAVIORAL OBJECTIVES

e different roles associated with leader and follower for a given power structure.

ighest to the lowest the power structure of his family and school.

ent would want to be president of his classroom.

ing the power structure of the school/community.

wer a given person should have within a specific power structure.

evident in various social groups from the standpoint of needs.

teraction needed in a given game situation.

tuations those situations representing competition and those situations representing cooperation.

SUGGESTED MULTIMEDIA FOR SOCIOLOGY--L

STANDARD FOCAL REFERENCE GUIDES

Laidlaw
  Families and Social Needs

Prentice - Hall
  People and Their Social Actions
  (Man in Action Series)

Silver Burdett
  Communities and Their Needs

SRA
  Neighbors At Work

CONCEPT PENETRATION SOURCES

Suggested that one each of the following be made available for each 20 students.

Allyn and Bacon
  Learning About Our Neighbors

Benefic Press
  You Visit a Fire Station
  You Visit a Steamship - Airport
  You Visit a Newspaper, Television Station
  You Visit a Museum, Library
  You Visit a Dairy, Clothing Factory
  You Visit a Sugar Refinery, Fruit
  How We Use Maps and Globes
  How Families Live Together
  How People Live in the Big City
  You and the Neighborhood

Franklin
  Where in the World do You Live?

Heath
  Com

Scott-For
  In th

FILMSTRIP

Churchill
  They
  Fath
  Moth

Education
  Life

Encyclop
  Guid
  Safe

Holt, Rin
  Word

Society fo
  Learn
  The

TRANSPAR

Society fo
  Posta
  Dairy
  Fire
  Super
  Schoo

SUGGESTED MULTIMEDIA FOR SOCIOLOGY --LEVEL 2

E GUIDES

tions

eds

URCES

following be made available

hbors

irport
Television Station
ary
ng Factory
y, Fruit
lobes
er
ig City
d

ou Live?

Heath
    Communities at Work

Scott-Foresman
    In the Neighborhood

FILMSTRIPS

Churchill
    They Need Me
    Fathers Work
    Mothers Work Too

Educational Electronics
    Life in a Nutshell (Series 860)

Encyclopaedia Britannica
    Guidance Stories
    Safety Tales

Holt, Rinehart, and Winston
    Words and Actions

Society for Visual Education
    Learning to Live Together
    The United States Flag

TRANSPARENCIES (Study Prints)

Society for Visual Education
    Postal Helpers
    Dairy Helpers
    Fire Department Helpers
    Supermarket Helpers
    School Helpers

TRANSPARENCIES (cont'd)

Neighborhood Friends and Helpers
Keeping the City Clean and Beautiful
Moving Goods for People in the City
Police Department Helpers

MAPS, GLOBES, ATLASES

Benefic Press
  How we Use Maps and Globes

Denoyer - Geppert
  Geocraft 16" Beginners Globe

Rand McNally
  Which Way? How Far? Where?

RECORDS

Learning Arts
  Teaching Children Values #702

16mm FILMS

Clark County Media Operations (owned by the District)
  Animal Communities and Groups F 5260
  Animal Homes F 5572
  Animal Tracks and Signs F 0430
  Animals and Their Foods F0224
  Beginning Responsibility--Being on Time F 0409
  Beginning Responsibility--Books and Their Care F 0410
  Beginning Responsibility--Taking Care of Things F 0411
  Beginning Responsibility--Lunchroon Manners F 5271
  CoCo on the Desert F 0612
  The Fire House Dog F 0439

Helpers
nd Beautiful
in the City
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lobe

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#702

ions (owned by the District)
Groups F 5260

F 0430
F0224
--Being on Time F 0409
--Books and Their Care F 0410
--Taking Care of Things F 0411
-Lunchroon Manners F 5271

12
39

The Story of the Wholesale Market F 5607
The Wheat Farmer F 0785
Lands and Waters of Our Earth F 5379
Let's Share with Others F 0455
Neighbors Are Different F 5010
Policeman Walt Learns His Job F 5498
Postman Rain or Shine F 5499
What is a Neighborhood? F 5147

Aims Company
- Guidance -- Let's Have Respect
- Guidance -- What's Right

Coronet
- Conservation for Beginners

McGraw - Hill
- Families and Jobs
- Families and Rules
- Families and Learning
- Mothers and What They Do
- Fathers and What They Do

		GENERALIZATION	CONCEPTS	
HISTORY GEOGRAPHY POLITICAL SCIENCE SOCIOLOGY ECONOMICS ANTHROPOLOGY	SOCIOLOGY Level 3	Man is a social animal who lives in groups. He may belong to a variety of groups, each of which can be differentiated by its structure.	Sovereignty of the nation-state in the community of nations	A. National sove ical, and cult B. Today, nation their developn C. Limitations are take only limi and the moder dence among n D. Today, foreign is related to th
			Industrialization-urbanization syndrome	A. Historically th B. The industrial a new commer such as the mo C. Industrializati people who liv to the center o D. With the grow opportunities b with its uproot E. Industrial and and class hatre both hope and serious and dan
			Culture	A. People are muc pearance, idea B. People in othe them. C. People through tions that they of life. D. Individuals and our cultural he

EPTS	SUB-CONCEPTS
y of -state munity	A. National sovereignty exists where common bonds of geographic, economic, political, and cultural ties emerge into such prominence as to form a nation. B. Today, nations are more closely interrelated and they are constantly changing in their development and purposes. C. Limitations are set by growing technology and population. Modern nations can take only limited actions without consideration for the wishes of other nations, and the modern world is witnessing a giving away of sovereignty to interdependence among nations. D. Today, foreign policy is determined by government officials whose understanding is related to the changing role of sovereignty in the twentieth century.
lization- tion	A. Historically the process of industrialization is a product of technical advance. B. The industrial process was both cause and effect. It was a product of science and a new commercial age, but it also set into motion several great social movements such as the movement of population from the farms to the cities. C. Industrialization has provided jobs and new ways of acquiring wealth. Hence, people who lived from the soil and wanted to improve their positions were drawn to the center of the industrial complex. D. With the growth of cities came slums with their multitude of social problems. Job opportunities brought a demand for labor and immigration. Then came migration with its uprooting of traditional ties. E. Industrial and commercial growth gave rise to trusts, monopolies, social unrest, and class hatred. Thus, the industrialization-urbanization syndrome has given both hope and despair to mankind. It has offered great hope and posed many serious and dangerous problems.
e	A. People are much alike in feelings and needs, although they often differ in appearance, ideas, and customs. B. People in other lands have customs and traditions that have been passed down to them. C. People throughout the world today are striving to keep certain cultures and traditions that they value and at the same time, making changes to improve their way of life. D. Individuals and groups of individuals of diverse backgrounds have contributed to our cultural heritage.

BEHAVIORAL OBJECTIVES

A. The student will list the sovereignty factors contributing to the birth of the United States.

B. The student will discuss the effects of mass media and transportation on the interrelationships of

C. The student will diagram the relationship between two countries for any given situation.

D. The student will name some famous leaders, both domestic and foreign, who formulate policy.

A. The student will describe how technology freed farm labor to cities.

B. The student will construct a simple horizontal bar graph showing the total number of farmer and

C. Given the terms farm, town, city, and metropolis, the student will match them to correspondin Russia, and India.

D. The student will identify those things that have happened in the cities as a result of urbanizatio

E. The student will construct a table showing all of the many services provided by cities today.

A. The student will compare two diverse societies and list the needs/feelings which each shares.

B. The student will list traditions associated with other countries, e.g., pinata, Mexico; queen, E

C. The student will list and describe the past traditions of the Southwest American Indians which th

D. The student will identify the holiday customs of other countries represented in United States hol

BEHAVIORAL OBJECTIVES

g to the birth of the United States.

ransportation on the interrelationships of nations.

countries for any given situation.

stic and foreign, who formulate policy.

bor to cities.

h showing the total number of farmer and urban dwellers in the United States, China, Russia, and India.

student will match them to corresponding illustrations which will represent the United States, China,

ned in the cities as a result of urbanization.

any services provided by cities today.

the needs/feelings which each shares.

ountries, e.g., pinata, Mexico; queen, England.

the Southwest American Indians which they are striving to keep.

countries represented in United States holidays.

GENERALIZATION	CONCEPTS	
A society exists in the minds of its members and occurs only when there is communication or interaction among those members. The mere grouping or aggregating of people does not produce a society.	Industrialization-urbanization syndrome	A. Historically the process of industrializa
		B. The industrial process was both cause a also set into motion several great socia cities.
		C. Industrialization has provided jobs and and wanted to improve their positions w
		D. With the growth of cities came slums wi for labor and immigration. Then came
		E. Industrial and commercial growth gave dustrialization-urbanization syndrome h posed many serious and dangerous probl
	Compromise and adjustment	A. Compromise and adjustment are the key and conflict.
		B. Man faces the need to compromise and roundings.
		C. Each culture is only a small part of a pr and compromise. Survival depends upo
		D. Man should recognize compromise and of weakness or surrender.
	Interaction	A. Individuals enter into relationships with
		B. Within a social system the interaction o
		C. Two general types of interaction are co

SUB-CONCEPTS

rically the process of industrialization is a product of technical advance.

ndustrial process was both cause and effect. It was a product of science and a new commercial age, but it set into motion several great social movements such as the movement of population from the farms to the s.

strialization has provided jobs and new ways of acquiring wealth. Hence, people who lived from the soil vanted to improve their positions were drawn to the center of the industrial complex.

the growth of cities came slums with their multitude of social problems. Job opportunities brought a demand abor and immigration. Then came migration with its uprooting of traditional ties.

strial and commercial growth gave rise to trusts, monopolies, social unrest, and class hatred. Thus, the in-rialization-urbanization syndrome has given both hope and despair to mankind. It has offered great hope and d many serious and dangerous problems.

promise and adjustment are the keys to successfully facing political, economic, social, and religious change conflict.

faces the need to compromise and adjust to his physical, economic, social, political, and religious sur-ndings.

culture is only a small part of a product of its own invention and discovery; it is the result of adjustment compromise. Survival depends upon the ability to adjust and compromise.

should recognize compromise and adjustment as a natural evolutionary concept and not interpret it as a sign veakness or surrender.

viduals enter into relationships with a great number of individuals and groups.

hin a social system the interaction of individuals and groups follows a certain form.

general types of interaction are competition and cooperation.

BEHAVIORAL OBJECTIVES

A. The student will list reasons for the industrialization process in the United States.
B. The student will list advantages and disadvantages for living in an urban or rural area.
C. The student will graph the growth of Las Vegas over the last fifty years.
D. The student will give a solution for a given urban problem.
E. The student will differentiate between a monopoly, trust, cartel, and merger by stating an exam

A. The student will describe problems faced in the typical American city today because compromise
B. The student will successfully solve a given problem by suggesting appropriate alternatives.
C. The student will arrange a list of important discoveries and inventions in chronological order.
D. The student will describe the economic necessity for compromise between the United States and

A. The student will diagram the interactions still necessary between the farm and city today.
B. The student will play a given part in a given labor-management dispute and state those ideas wh
C. The student will identify various divisions of labor in the baking/distribution of a loaf of bread.

BEHAVIORAL OBJECTIVES

zation process in the United States.

ages for living in an urban or rural area.

s over the last fifty years.

ban problem.

poly, trust, cartel, and merger by stating an example of each found in today's business.

e typical American city today because compromise/adjustment are not the rules of the day.

oblem by suggesting appropriate alternatives.

scoveries and inventions in chronological order.

sity for compromise between the United States and Brazil due to commodities each has that the other wants.

necessary between the farm and city today.

labor-management dispute and state those ideas which his "role" would demand.

labor in the baking/distribution of a loaf of bread.

GENERALIZATION	CONCEPTS	
Man is a flexible, becoming creature. Through the socialization process, he can learn approved ways of behaving in a variety of societies.	Morality and choice	A. Morality dictates a standard of B. Man as a reasoning animal has decisions. C. Morality implies conscience, an
	Compromise and adjustment	A. Compromise and adjustment are change and conflict. B. Man faces the need to compromis surroundings. C. Each culture is only a small part and compromise. Survival depen D. Man should recognize compromis sign of weakness or surrender.
	Loyalty	A. Loyalty is the willing devotion of tion, idea, or process. B. Loyalty processes are those means C. The legislative process by which sentatives are processes that shoul D. Loyalty to ideas such as human dig important.

SUB-CONCEPTS

A. Morality dictates a standard of value.

B. Man as a reasoning animal has the opportunity to make free choices but must accept responsibility for these decisions.

C. Morality implies conscience, and choice implies responsibility.

A. Compromise and adjustment are the keys to successfully facing political, economic, social, and religious change and conflict.

B. Man faces the need to compromise and adjust to his physical, economic, social, political, and religious surroundings.

C. Each culture is only a small part of a product of its own invention and discovery; it is the result of adjustment and compromise. Survival depends upon the ability to adjust and compromise.

D. Man should recognize compromise and adjustment as a natural evolutionary concept and not interpret it as a sign of weakness or surrender.

A. Loyalty is the willing devotion of an individual to a cause greater than himself as represented by an institution, idea, or process.

B. Loyalty processes are those means employed to achieve as ends the other cultural values of a given society.

C. The legislative process by which all sections of the country are represented and the choosing of one's representatives are processes that should command loyalty.

D. Loyalty to ideas such as human dignity, equality of opportunity, and freedom of speech and religion are important.

BEHAVIORAL OBJECTIVES

A. The student will identify reasons for the many riots/demonstrations going on today.

B. The student will name reasons why taxation and the draft are an integral part of American life t

C. The student will describe reasons why some of our more famous presidents were considered famou

A. The student will describe how he can more effectively get more allowance (economic) even thou

B. The student will cite examples of famous men who were compromising and those who were uncom

C. The student will describe problems early American Colonists had with their English counterparts.

D. The student will identify those elements important for compromise and those that are not importa

A. The student will name some famous Americans who gave their life for their country.

B. The student will name three acts as loyal to the United States and three unpatriotic ones.

C. The student will construct a scrapbook including a calendar of our most important holidays with

D. The student will identify important elements to any written constitution such as those in the Unit

BEHAVIORAL OBJECTIVES

onstrations going on today.

t are an integral part of American life today.

amous presidents were considered famous.

et more allowance (economic) even though he has little say-so in his household (political).

compromising and those who were uncompromising.

nists had with their English counterparts.

ompromise and those that are not important.

their life for their country.

States and three unpatriotic ones.

ndar of our most important holidays with a brief statement or two on origination and meaning of each holiday.

ten constitution such as those in the United States Constitution.

GENERALIZATION	CONCEPTS	
	Sovereignty of the nation/state in the community of nations	A. National sovereignty exists where com into such prominence as to form a nati B. Today, nations are more closely interr purposes. C. Limitations are set by growing technol without considerations for the wishes o sovereignty to interdependence among D. Today, foreign policy is determined by role of sovereignty in the twentieth cer
The interdependence of groups in a complex contemporary society serves as a bond which holds that society together.	Input and output	A. Many individuals are producers of eithe B. All individuals are consumers; directly C. For a stable economy, there must be a
	Dignity of man	A. All men are expected to respect the dig B. Human dignity should imply to every ci

SUB-CONCEPTS

National sovereignty exists where common bonds of geographic, economic, political, and cultural ties emerge into such prominence as to form a nation.

Today, nations are more closely interrelated, and they are constantly changing in their development and purposes.

Limitations are set by growing technology and population. Modern nations can take only limited actions without considerations for the wishes of other nations, and the modern world is witnessing a giving-way of sovereignty to interdependence among nations.

Today, foreign policy is determined by government officials whose understanding is related to the changing role of sovereignty in the twentieth century.

Many individuals are producers of either goods or services.

All individuals are consumers; directly or indirectly they influence the production of items.

For a stable economy, there must be a balance between production and consumption.

All men are expected to respect the dignity of all other men.

Human dignity should imply to every citizen the worth of all individuals.

BEHAVIORAL OBJ

A. The student will name the four factors necessary before a nation can be called a nat

B. The student will construct a diagram showing the interrelationships of nations for a

C. The student will tell why all flags of the world were placed in Apollo 11 to the moo

D. The student will demonstrate through the role of a foreign diplomat the relationship situation.

A. The student will label a list of items as either goods or services.

B. The student will trace on a chart the production of an article.

C. The student will describe the direct relationship between the producer and consume

A. The student will demonstrate his ability to deal effectively in conversing with someo

B. The student will name the common courtesies that should be followed in greeting a

BEHAVIORAL OBJECTIVES

efore a nation can be called a nation.

interrelationships of nations for a given political situation.

ere placed in Apollo 11 to the moon.

foreign diplomat the relationships between his responsibility to his country and to other countries in a diplomatic

ods or services.

of an article.

between the producer and consumer, from the standpoint of how each depends on the other.

ffectively in conversing with someone different from him in a role-playing situation.

t should be followed in greeting a new person in the community/school.

GENERALIZATION	CONCEPTS	
	Institution	A. Every institution has special statute B. The three primary institutions in Am society. C. Institutions are creations that devel D. Every major institution must have o
Every group is a complex of roles. Group members perform given roles and have some understanding of the expectations associated with those roles. As a member of various groups, a person may learn and assume different roles during a particular period in his life and at various stages in his development and maturation.	Power	A. Power has many connotations to ma B. Power relationships abound through C. Power can either be a goal or the m
	Social change	A. Change is a neutral process; it may B. Some societies change at a more ra C. There are many causes for social ch 1. Contact between cultures. 2. The interaction of new ideas or 3. The development of modern me 4. Innovation as means of meetin

SUB-CONCEPTS

A. Every institution has special statutes and roles.

B. The three primary institutions in American society have different effects on individuals within the society.

C. Institutions are creations that developed from needs of human beings.

D. Every major institution must have organization and a code of norms and specification.

A. Power has many connotations to many different people.

B. Power relationships abound throughout society and societies.

C. Power can either be a goal or the means to goal attainment.

A. Change is a neutral process; it may progress or decline.

B. Some societies change at a more rapid rate of progress than others.

C. There are many causes for social change such as the following:
   1. Contact between cultures.
   2. The interaction of new ideas or materials within a culture.
   3. The development of modern means of communication and transportation.
   4. Innovation as means of meeting the challenge of social, economic, and political problems.

BEHAVIORAL OBJECTIVES

A. The student will chart the elements of the primary social institutions.

B. The student will describe what effects the rules at home have on his role in that institution.

C. The student will describe why the move from farm to city necessitated a demand for more govern

D. The student can identify the various components which go into the makeup of a club.

A. The student will tell how the principal's power differs from that of the President of the United S

B. The student will name some powerful people in the city, state, and nation and tell why they ar

C. The student will describe what he would gain if he assumed a power role in his classroom.

A. The student will write a short essay explaining whether the following inventions are beneficial phone, and electricity.

B. The student will list reasons for great technological advances in the United States.

C. The student will tell how the invention of the airplane, telephone, and printing press has great now.

BEHAVIORAL OBJECTIVES

l institutions.

have on his role in that institution.

ty necessitated a demand for more government and education.

go into the makeup of a club.

from that of the President of the United States.

, state, and nation and tell why they are powerful.

med a power role in his classroom.

the following inventions are beneficial or harmful: automobile, television, machine gun, airplane, tele-

vances in the United States.

, telephone, and printing press has greatly changed the life of society in the past and how it has affected it

SUGGESTED MULTIMEDIA FOR S

STANDARD FOCAL REFERENCE GUIDES

Ginn
  Your Towns and Cities

Laidlaw
  Communities and Social Needs

Macmillan
  Living in Places Near and Far

Prentice - Hall
  People and Their Actions in Social Roles

Science Research Associates
  Our Working World

Silver Burdett
  People Use the Earth

CONCEPT PENETRATION SOURCES

Suggested that one each of the following be made available for each 20 students.

Allyn and Bacon
  Learning About Our Country

Benefic Press
  How Communication Helps Us
  How We Get Our Dairy Foods
  How We Get Our Clothing
  How Schools Help Us
  How People Earn and Use Money
  How Foods Are Preserved
  How We Celebrate Our Fall Holidays
  How We Celebrate Our Spring Holidays
  How Hospitals Help Us

oles

g be made available

ys
days

- How People Live in the Big City
- How We Get Our Shelter
- How Doctors Help Us

Field Educational Publications
- The Magic Door
- Stranger at Cherry Hill
- China Boy

Ginn
- Trail Blazers of American History

Holt, Rinehart, and Winston
- American Biographies

Houghton Mifflin
- Citizens All
- Proudly We Hail

Laidlaw
- Great Names in American History

Macmillan
- They Made America Great

FILMSTRIPS

Churchill
- Airport Service
- A City is Many Things
- Fathers Work
- Mothers Work Too

Encyclopaedia Britannica
- Our Public Utilities

FILMSTRIPS (cont'd)

Developing Your Personality
Community Services
Children of Many Lands
Government in Action

McGraw - Hill
  Holiday Series, Set I and II
  Community Transportation Set

RMI Films
  George Washington Carver
  Charles A. Lindberg

Society for Visual Education
  John Fitzgerald Kennedy
  Leading American Negroes
  Learning to Live Together

TRANSPARENCIES AND CHARTS (Picture Kits)

Silver Burdett
  Families Around the World
  Living in the United States
  Living in Kenya
  Living in France
  Living in Japan
  Living in Brazil
  Columbus Day
  Thanksgiving Day
  Christmas Around the World
  United Nations Day --Brotherhood Week
  Lincoln's Birthday
  Washington's Birthday
  Flag Day--Independence Day

Denoyer-Geppert
  Europe (18 pictures) Set WGP2

MAPS, GLOBES, ATLASES

Allyn and Bacon
    Understanding Maps

Benefic Press
    How we Use Maps and Globes

Denoyer-Geppert
    Geocraft 16" Beginners Globe
    Project Problem 16" Slated Outline Globe
    Beginners World Map with Geographical Terms

My Weekly Reader
    Map Studies for Third Grade

Rand McNally
    Which Way? How Far? Where?
    Sullivan Program Geography I, II, III

RECORDS

Bowmar
    Folk Songs of the Americas We85
    Folk Songs of Our Pacific Neighbors
    Patriotic Songs We91

RCA
    Our Country 'Tis of Thee
    Stories of the Civil War

TAPES AND FILM LOOPS (Super 8)

Eye Gate House
    The Desert
    Around the Sun
    Determining Position by Latitude and Longitude

(Picture Kits)

hood Week

16mm FILMS (Owned by the District)

Clark County Media Operations

Cities

- The City
- Claudius, Boy of Ancient Rome
- Neighborhoods are Different
- Money in the Bank and Out

Community Services

- City Fire Fighters
- Fireman on Guard
- The Mailman
- Policeman Walt Learns His Job
- Policeman, Day and Night
- Story of the Wholesale Market
- Airport in the Jet Age
- The Busy Airport
- Bakery Beat
- The Truck Driver
- Trucks and Trains
- Tugboats and Harbors
- Your Friend the Doctor
- Our Postoffice
- Community Helpers- The Sanitation Department
- The Busy Harbor

Family Life and General Interest

- Our Family Works Together
- Courtesy for Beginners
- What do Fathers Do?
- What Does Our Flag Mean?
- What is a Map?
- What is a Neighborhood?
- Where Does our Food Come From?
- Where Does our Meat Come From?

Famous People

- Abraham Lincoln

ent

Boyhood of Abraham Lincoln
Andrew Jackson
Boyhood of Thomas Edison
Christopher Columbus
Daniel Boone
Johnny Appleseed (Legend of)

Inventions

Using Maps--Measuring Distance
A Space Flight Around the Earth
Communication for Beginners
The Cuckoo Clock That Wouldn't Cuckoo
How Machines and Tools Help Us
Machines that Move Earth
Pipes in the House
An Airplane Trip by Jet

Rural- Urban

Farm Animals
The Dairy Farm
Dairy Farm to Door
Farmer Don and the City
Farmyard Babies
Autumn on the Farm
One Day on the Farm
George's New Suit--Where Clothing Comes From
The Tree
Poultry Farm to Market
River Valley
Truck Farm to Train
Food Store
Sheep and Shepherds

Society

Beginning Responsibility--Doing Things for Ourselves
Beginning Responsibility--Doing Things for Other People
Beginning Responsibility--Rules at School
Beginning Responsibility--Taking Care of Things
Beginning Responsibility--Using Money Wisely

16mm FILMS (cont'd)

Aims
- Fireboat Ready for a Run
- Transportation by Helicopters
- Guidance. . .Let's Have Respect
- Guidance. . .What's Right?

Avis
- Children of Hawaii

Coronet
- We Explore Mountain Life

Encyclopaedia Britannica
- Yugoslav Boy: Story of Frane
- The Orange Grower
- Midland Metropolis
- If You Could See the Earth
- South Pacific Island Children

McGraw-Hill
- Cities and Protection
- Cities and Recreation
- Cities and Transportation
- Cities and Commerce
- O'er the Ramparts we Watched
- Japanese Village Life
- Cities and Government
- Children of the Fort

HISTORY
GEOGRAPHY
POLITICAL SCIENCE
SOCIOLOGY
ECONOMICS
ANTHROPOLOGY

ANTHROPOLOGY

Kindergarten

Vehicles

Family
Home
Neighborhood
School
Farm
Safety and Health

GENERALIZATION	CONCEPTS	
Culture is a total lifeway, not just a superficial set of customs. It largely shapes how man feels, behaves, and perceives as he adapts to his world.	Conflict--its origin, expression, and resolution	A. C ar B. Sc th ex he re C. Th pa vi
	Social change	A. Ch B. Sc C. Th 1. 2. 3. 4.
	Empathy	A. Em thr spa B. Emp and C. The exp

ON	CONCEPTS	SUB-CONCEPTS
	Conflict--its origin, expression, and resolution	A. Conflict is characteristic of the growth and development of individuals and of civilization as a whole.
		B. Society is constantly pressured to respond to conflicting forces. Rather than to minimize conflict or shield young students from the fact of its existence, we should make them aware of the origins of conflict and help them to develop healthy attitudes toward conflict as an aspect of reality with which they must learn to cope.
eway, not of cus- pes how and per- o his		C. This concept is developed to assist the student to acquire satisfactory patterns of conflict resolution whether with classmates, between individuals and the state, or between nations to be used throughout life.
	Social change	A. Change is a neutral process; it may progress or decline.
		B. Some societies change at a more rapid rate of progress than others.
		C. There are many causes for social change such as the following: 1. Contact between cultures. 2. The interaction of new ideas or materials within a culture. 3. The development of modern means of communication and transportation. 4. Innovation as means of meeting the challenge of social, economic, and political problems.
	Empathy	A. Empathy is the concept of demonstrating the ability to understand others through one's self-responses that are identical with or similar to the responses of others.
		B. Empathy is a basic function in society in relation to sharing the attitudes and behavior of others.
		C. The ability to exert empathy depends on the amount of knowledge and experience one has when attempting to understand a person or a problem.

BEHAVIORAL OBJECTIVES

A. The student will describe orally how he would play with children from different cultures in dif

B. The student will demonstrate by his behavior how he will behave when he attends his classes i

C. The student, in a situation where he is in conflict with a classmate, will demonstrate by his beh terms.

A. The student will identify changes man made in the construction of the wheel (start from its inv decline.

B. The student will state which of two given societies progressed the fastest.

C. The student, given eight pictures representing a variety of modes of transportation used in the modern methods and orally explain how these have made a change in our life compared to our

A. The student will view pictures of faces showing happiness, sadness, and others and describe th

B. The student, after viewing pictures showing families in varying situations, will describe how h

C. The student will act out how another child his age would feel if he lost his pet.

BEHAVIORAL OBJECTIVES

children from different cultures in different places including the school.

behave when he attends his classes in school, in religious school, at a birthday party, and at a movie.

classmate, will demonstrate by his behavior that he is able to resolve the problem and remain on friendly

ruction of the wheel (start from its invention) and state whether the change process represents progress or

essed the fastest.

of modes of transportation used in the past one hundred years to the present, will correctly identify the
a change in our life compared to our grandparents.

ss, sadness, and others and describe the emotions he sees.

varying situations, will describe how he feels and how each member of the family feels in that situation.

d feel if he lost his pet.

GENERALIZATION	CONCEPTS	
Every cultural system is an interconnected series of ideas and patterns for behavior in which changes in one aspect generally lead to changes in other segments of the system.	Compromise and adjustment	A. Compromise and adjustment are the keys to s and conflict.
		B. Man faces the need to compromise and adjus surroundings.
		C. Each culture is only a small part of a product adjustment and compromise. Survival depen
	Social control	A. There are many types of authority that act as
		B. There is a need for social control at all leve
	Social change	A. Change is a neutral process; it may progress c
		B. Some societies change at a more rapid rate o
		C. There are many causes for social change suc 1. Contact between cultures. 2. The interaction of new ideas or materials 3. The development of modern means of com 4. Innovation as means of meeting the challe

SUB-CONCEPTS

romise and adjustment are the keys to successfully facing political, economic, social, and religious change onflict.

faces the need to compromise and adjust to his physical, economic, social, political, and religious undings.

culture is only a small part of a product of its own invention and discovery; it is the result of tment and compromise. Survival depends upon the ability to adjust and compromise.

are many types of authority that act as means of social control.

is a need for social control at all levels of society.

ge is a neutral process; it may progress or decline.

societies change at a more rapid rate of progress than others.

are many causes for social change such as the following:
ontact between cultures.
e interaction of new ideas or materials within a culture.
e development of modern means of communication and transportation.
novation as means of meeting the challenge of social, economic, and political problems.

BEHAVIORAL OBJECTIVES

A. The student will demonstrate by his behavior on the playground in a game situation that he is able suggesting a compromising solution.

B. The student will pick out from a group of pictures portraying clothing those suited for the climate

C. The student will put in chronological order a set of pictures portraying various types of communica what adjustments each device meant to man.

A. The student will orally name the people who keep law and order at home, in the school, and in th

B. The student will explain what would happen to the community if there were no policemen to enfor

A. The student will describe the student grouping changes he notices in the classroom and on the play

B. The student will demonstrate his understanding that a person's routine often changes by describing

C. The student will state the ways society changed as a result of the airplane.

BEHAVIORAL OBJECTIVES

ound in a game situation that he is able to resolve conflict with another student over whose turn it is, by

g clothing those suited for the climate in Las Vegas and explain why he made his choice.

s portraying various types of communication devices (past 100 years to present) and will explain orally

order at home, in the school, and in the community.

ity if there were no policemen to enforce law and order.

otices in the classroom and on the playground and will tell why he thinks such changes occur.

on's routine often changes by describing how his daily routine is altered if his mother gets sick.

of the airplane.

GENERALIZATION	CONCEPTS	SUB
The customs and beliefs of people are often made more understandable by studying them in terms of the social interrelations among types of individuals, group status, and roles in social action.	Social change	A. Change is a neutral process; it may progress or de B. Some societies change at a more rapid rate of pro C. There are many causes for social change such as 1. Contact between cultures. 2. The interaction of new ideas or materials withi 3. The development of modern means of communic 4. Innovation as means of meeting the challenge
	Interaction	A. Individuals enter into relationships with a great n B. Within a social system the interaction of individua C. Two general types of interaction are competition D. The basis of all human interaction is found in soci
	Empathy	A. Empathy is the concept of demonstrating the abilit identical with or similar to the responses of others B. Empathy is a basic function in society in relation C. The ability to exert empathy depends on the amou understand a person or a problem.

SUB-CONCEPTS

. Change is a neutral process; it may progress or decline.

. Some societies change at a more rapid rate of progress than others.

. There are many causes for social change such as the following:
1. Contact between cultures.
2. The interaction of new ideas or materials within a culture.
3. The development of modern means of communication and transportation.
4. Innovation as means of meeting the challenge of social, economic, and political problems.

. Individuals enter into relationships with a great number of individuals and groups.

. Within a social system the interaction of individuals and groups follow a certain form.

. Two general types of interaction are competition and cooperation.

. The basis of all human interaction is found in social systems.

. Empathy is the concept of demonstrating the ability to understand others through one's self-responses that are identical with or similar to the responses of others.

. Empathy is a basic function in society in relation to sharing the attitudes and behavior of others.

. The ability to exert empathy depends on the amount of knowledge and experience one has when attempting to understand a person or a problem.

BEHAVIORAL OBJECTIVES

A. The student will identify changes man made in the construction of the wheel (start from its invent
decline.

B. The student will state which of two given societies progressed the fastest.

C. The student, given eight pictures representing a variety of modes of transportation used in the pa
modern methods and orally explain how these have made a change in our life compared to our gra

A. The student will demonstrate by his behavior that he is able to make a new student feel welcome.

B. The student will demonstrate by his behavior in free class time and recess that he is able to get a

C. The student will demonstrate by his behavior in a game situation in physical education or recess t
teamwork.

D. The student will describe orally some activities that involve his family group.

A. The student will view pictures of faces showing happiness, sadness, and others and describe the e

B. The student, after viewing pictures showing families in varying situations, will describe how he f

C. The student will act out how another child his age would feel if he lost his pet.

BEHAVIORAL OBJECTIVES

of the wheel (start from its invention) and state whether the change process represents progress or

he fastest.

es of transportation used in the past one hundred years to the present, will correctly identify the
nge in our life compared to our grandparents.

make a new student feel welcome.

and recess that he is able to get along with classmates and follow school rules.

n in physical education or recess that he has the spirit to win, yet follows the rules and practices

s family group.

ness, and others and describe the emotions he sees.

situations, will describe how he feels and how each member of the family feels in that situation.

if he lost his pet.

STANDARD FOCAL REFERENCE GUIDES

American Book Company
See and Say Books and Records (must be purchased in quanities of 10 per title)

- Round Trip
- Think First
- So What
- Welcome
- New Faces
- Look At Me
- Keep Up
- Just Stop It
- It's Mine
- Time Out
- Just Ask
- Just Something
- Next Time
- I Did
- The Helper
- A Friend
- Can I Keep Him?

Harper & Row
  Discussion Pictures for Beginning Social Science

Holt, Rinehart & Winston
  Words In Action

Language Arts
  Myself
  Other People Around Me
  Motor - Perceptual Learning
  Verbal Communication

CONCEPT PENETRATION SOURCES

Benefic Press
  You and Your Family
  You and Others
  You and Your Friends
  I Am Here
  My Family and I
  I Can Do It
  Community Friends
  I Live In The City

Ani
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Learning
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Franklin V
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City

FILMSTRIPS

Churchill

GESTED MULTIMEDIA FOR ANTHROPOLOGY--KINDERGARTEN

chased in

Science

Animals We Know
Going and Coming
Going To School
In Our Class
In Our School
How People Live in the Big City
How Families Live

Bowmar
Father Is Big
Do You Know What?
My Tricycle and I

Holt, Rinehart & Winston
William, Andy and Ramon

Laidlaw
People At Home

Learning Arts
My Family My Home

Silver Burdett
Families Around the World

Society for Visual Education
Families At Work and Play
School Helpers
Neighborhood Friends and Helpers

Franklin Watts
A Trip Through School
City Workers

FILMSTRIPS

Churchill

FILMSTRIPS (cont'd)

They Need Me
Mothers Work Too
Father's Work

Educational Electronics
- Life in a Nutshell

Encyclopaedia Britannica
- The Home Community
- Shelter
- Developing Your Personality
- Guidance Stories
- Safety Tales
- A City is Many Things

McGraw-Hill
- Children's Word Series
- How We Get Our Homes
- Families Around the World

Society for Visual Education
- Robert and His Family
- True Community Helper Series
- Learning to Live Together

MAPS, GLOBES, ATLASES

Rand McNally
- Primary Globe #16-5002-C

RECORDS

Decca
- The Little House
- Singing Across the Land

Fo

R.

16

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Beg
Beg
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Livi
In C

Folkway Scholastic Record
    Sounds of My City

R.C.A.
    Around the Block, Around the World
    What Do You Want To Be When You Grow Up?

16mm FILMS (Owned by the District)

Clark County Media Operations

Building a House	F5029
Let's Build a House	F5524
The New House - Where it Comes From	F0586
Pipes in the House	F5173
What Do Fathers Do	F5613
Allen is my Brother	F5569
Our Family Works Together	F5596
Beginning Responsibility: Books and Their Care	F0410
Beginning Responsibility: Doing Things for Ourselves in School	F5270
Beginning Responsibility: Rules at School	F5273
Beginning Responsibility: Taking Care of Things	F0411
Courtesy for Beginners	F5582
The Cautious Twins	F0209
Farmer Don and the City	F5197
The Dairy Farmer	F0786
One Day on the Farm	F5417
Our Community	F0476
Neighborhoods Are Different	F5010
What is a Neighborhood	F5147
The City	F5012
Bicycle Rules of the Road	F5575
The Big Wide Highway	F5277
I'm no Fool as a Pedestrian	F5182
Safety Belt for Susie	F5602
Healthy Families	F0100
Living and Growing	F0621
In Case of Fire - Fire Drills and Fire Safety	F0868

16mm FILMS (cont'd)

F0425	City Fire Fighters
F0439	The Firehouse Dog
F5214	Playground Safety (second edition)
F5434	Primary Safety: In the School Building
F5435	Primary Safety: On the School Playground
F5442	Safety After School
F5603	Safety Rules for School
F5560	Farm Animals (second edition)
F0275	Farm Babies and their Mothers
F0276	Farmyard Babies
F0441	The Fireman (second edition)
F5496	Firemen - On Guard

Aims
  Guidance - Let's Have Respect
  Guidance - What's Right
  What Mothers Do
  Houses Ahead
  Dairy Farm Today

Bailey Films
  We Live in A Trailer

Coronet
  Fairness for Beginners
  Your Family
  The Fun of Making Friends

Film Associates of California
  Getting Angry
  Growing Up - Growing Older
  Danish Farm Family

McGraw - Hill
  Families & Jobs
  Families & Rules
  Families & Learning
  Cities & Shelter

second edition)
he School Building
the School Playground

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nd edition)
ir Mothers

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lder

The City Community
Cities & Transportation
Cities & Jobs

		GENERALIZATION	CONCEPTS	
HISTORY GEOGRAPHY POLITICAL SCIENCE SOCIOLOGY ECONOMICS ANTHROPOLOGY	ANTHROPOLOGY Level 1 Vehicles Family Home Neighborhood School Farm Safety & Health	Study of practically any behaviors and beliefs among primitive people, no matter how unusual, is of direct relevance to understanding our own complex culture. It appears that humans everywhere shape their beliefs and behaviors in response to the same fundamental human problems.	Culture	A. People a in appear B. People i down to C. People th and tradi to improv D. Individua tributed
			Interaction	A. Individua and grou B. Within a a certain C. Two gene D. The basis
			Empathy	A. Empathy through o responses B. Empathy i and beha C. The abilit experienc lem.

TION	CONCEPTS	SUB-CONCEPTS
	Culture	A. People are much alike in feelings and needs, although they often differ in appearance, ideas, and customs. B. People in other lands have customs and traditions that have been passed down to them. C. People throughout the world today are striving to keep certain cultures and traditions that they value and at the same time, making changes to improve their way of life. D. Individuals and groups of individuals of diverse background have contributed to our cultural heritage.
any behaviors imitive people, l, is of direct anding our own appears that hape their in response ntal human	Interaction	A. Individuals enter into relationships with a great number of individuals and groups. B. Within a social system the interaction of individuals and groups follows a certain form. C. Two general types of interaction are competition and cooperation. D. The basis of all human interaction is found in social systems.
	Empathy	A. Empathy is the concept of demonstrating the ability to understand others through one's self-responses that are identical with or similar to the responses of others. B. Empathy is a basic function in society in relation to sharing the attitudes and behavior of others. C. The ability to exert empathy depends on the amount of knowledge and experiences one has when attempting to understand a person or a problem.

BEHAVIORAL OBJECTIVES

A. The student, given a picture of a child with a different appearance from his, will orally describe si

B. The student will describe orally the differences in our own style of clothing as compared with a pict
tell why he and the person in the example dress as they do.

C. The student will describe orally a food that has long been associated with a given country and descr

D. The student will describe orally some contributions given to our culture from the Indian, the Negro,

A. The student will construct a drawing showing how people are involved with other people every day i

B. The student will describe orally several rules that he follows in school which provides for more order

C. The student will display a spirit to win and good sportsmanship in a game situation.

D. The student will orally compare his learning activities which are similar in school and home.

A. The student will orally describe his feelings should a change in his family's structure occur.

B. The student will demonstrate by his behavior at school that he is able to work and play with his class

C. The student will demonstrate his interest in people from other countries with different cultures by ch
people talked about in class.

BEHAVIORAL OBJECTIVES

nt appearance from his, will orally describe similar feelings that they might both have.

own style of clothing as compared with a picture of a person from another country in his native dress and
y do.

een associated with a given country and describe some modern advances made by that country.

ven to our culture from the Indian, the Negro, and the Pilgrim.

ple are involved with other people every day in many activities such as work, recreation, or in the family.

follows in school which provides for more orderly activities with his classmates, e.g., taking turns in a game.

smanship in a game situation.

s which are similar in school and home.

hange in his family's structure occur.

l that he is able to work and play with his classmates cooperatively.

om other countries with different cultures by checking out, from the school library, books related to those

GENERALIZATION	CONCEPTS	
Explanation of human behavior is essentially one-sided and incomplete unless information about man's biological, cultural, social, and psychological characteristics is taken into account, together with information about man's biophysical environment.	Habitat and its significance	A. Man affects and is affected by his na
		B. Habitat is the resource base of man's
		C. Water in the form of oceans, rivers, agriculture, communication, transport
		D. Landforms influence climate and the
		E. Climate influences ways of living.
		F. Habitat tends to direct man until he
		G. International problems are often cause
		H. Rituals, ceremonies, and superstitions
	Culture	A. People are much alike in feelings and
		B. People in other lands have customs an
		C. People throughout the world today are the same time, making changes to imp
		D. Individuals and groups of individuals
	Social change	A. Change is a neutral process; it may pro
		B. Some societies change at a more rapid
		C. There are many causes for social chang 1. Contact 2. The interaction of new ideas or m 3. The development of modern means 4. Innovation as means of meeting th

SUB-CONCEPTS

Man affects and is affected by his natural environment.

Habitat is the resource base of man's society.

Water in the form of oceans, rivers, and lakes covers three-fourths of the earth's surface influencing climate, agriculture, communication, transportation, and trade.

Landforms influence climate and the provision of food, shelter, and clothing.

Climate influences ways of living.

Habitat tends to direct man until he accepts or alters it.

International problems are often caused by geographic conditions.

Rituals, ceremonies, and superstitions of various people may be related to their physical environment.

People are much alike in feelings and needs, although they often differ in appearance, ideas, and customs.

People in other lands have customs and traditions that have been passed down to them.

People throughout the world today are striving to keep certain cultures and traditions that they value and at the same time, making changes to improve their way of life.

Individuals and groups of individuals of diverse background have contributed to our cultural heritage.

Change is a neutral process; it may progress or decline.

Some societies change at a more rapid rate of progress than others.

There are many causes for social change such as the following:

1. Contact
2. The interaction of new ideas or materials within a culture.
3. The development of modern means of communication and transportation.
4. Innovation as means of meeting the challenge of social, economic, and political problems.

BEHAVIORAL OBJECTIVES

A. The student will pick out from a variety of pictures depicting different climates those pictures repr

B. The student, given a variety of pictures portraying various types of homes, both animals' and peop

C. The student will demonstrate his understanding of the difference between a lake, a river, and an o

D. The student will portray a desert scene which shows the food, shelter, or clothing for this climate.

E. The student will view a film such as "Homes Around the World" and orally describe why different in home construction.

F. The student will explain orally why many Indians built homes like the type that was portable.

G. The student, given a picture of a watering hole for cattle with the explanation that it lies betwee might have.

H. The student will orally explain why Indians living in a desert climate might have different types o

A. The student, given a picture of a Japanese child playing, will describe orally the things that he a common.

B. The student will describe orally the Doll Festival in Japan and explain why it has remained a part

C. The student, given pictures representing American patriotic holidays such as the Fourth of July an why they are celebrated.

D. The student will draw a picture depicting how individuals or groups of individuals with different b have contributed to the American culture.

A. The student will orally describe how his own family may experience a change, e.g., the arrival o married and leaving for a new home.

B. The student, given pictures of Las Vegas and another city of lesser growth, will orally explain wh

C. The student will arrange the pictures of various means of transportation in chronological order.

BEHAVIORAL OBJECTIVES

icting different climates those pictures representing a desert climate like that in Las Vegas.

ous types of homes, both animals' and people's from different cultures, will identify who lives in each home.

ifference between a lake, a river, and an ocean by identifying pictures of each.

food, shelter, or clothing for this climate.

World" and orally describe why different climates influence the design and various types of materials used

homes like the type that was portable.

tle with the explanation that it lies between two ranches, will explain some problems that the ranch owners

desert climate might have different types of dances and ceremonies from Indians living in a colder climate.

ng, will describe orally the things that he and the child in the picture might both enjoy doing or have in

pan and explain why it has remained a part of their culture for years.

riotic holidays such as the Fourth of July and Memorial Day, will orally describe these holidays and explain

uals or groups of individuals with different backgrounds such as the Negro, American Indian, or the Pilgrims

y experience a change, e.g., the arrival of a new baby, a relative moving in, or a brother or sister getting

city of lesser growth, will orally explain why Las Vegas is growing so rapidly.

of transportation in chronological order.

GENERALIZATION	CONCEPTS	
Practically all the significant differences in behavior among human populations, including expression of attitudes, intelligence, and other psychological characteristics, are understandable as learned cultural patterns rather than biologically inherited characteristics.	Culture	A. People are much alike in feelings
		B. People in other lands have custom
		C. People throughout the world toda the same time, making changes t
		D. Individuals and groups of individu
	Social change	A. Change is a neutral process; it m
		B. Some societies change at a more r
		C. There are many causes for social 1. Contact between cultures. 2. The interaction of new ideas o 3. The development of modern me 4. Innovation as means of meeting
	Interaction	A. Individuals enter into relationship
		B. Within a social system the interac
		C. Two general types of interaction a
		D. The basis of all human interaction

SUB-CONCEPTS

le are much alike in feelings and needs, although they often differ in appearance, ideas, and customs.

le in other lands have customs and traditions that have been passed down to them.

le throughout the world today are striving to keep certain cultures and traditions that they value and at ame time, making changes to improve their way of life.

viduals and groups of individuals of diverse background have contributed to our cultural heritage.

ge is a neutral process; it may progress or decline.

societies change at a more rapid rate of progress than others.

e are many causes for social change such as the following:
ontact between cultures.
he interaction of new ideas or materials within a culture.
he development of modern means of communication and transportation.
nnovation as means of meeting the challenge of social, economic, and political problems.

viduals enter into relationships with a great number of individuals and groups.

in a social system the interaction of individuals and groups follows a certain form.

general types of interaction are competition and cooperation.

basis of all human interaction is found in social systems.

BEHAVIORAL OBJECTIVES

A. The student will show that he has learned to share with others by demonstrating this behavio

B. The student will orally explain why Orientals use chopsticks as compared to his using silver

C. The student will state orally three things the Japanese have done to improve their way of li

D. The student, given pictures of Japanese children playing with kites or other items, will tel

A. The student, given a series of pictures of clothing from different countries, will orally descri ties, e.g., work, party, a formal dinner, fishing, swimming, and horseback riding.

B. The student will state three reasons why most American people have changed rapidly while

C. The student will state whether or not he thinks the Chinese coolies changed very much as a support his answer with examples.

BEHAVIORAL OBJECTIVES

with others by demonstrating this behavior without being told at lunchtime, using materials, and in games.

chopsticks as compared to his using silverware.

nese have done to improve their way of life.

laying with kites or other items, will tell how he has feelings and activities similar to those of the Japanese.

from different countries, will orally describe why people wear different clothing or costumes for different activi-
, swimming, and horseback riding.

rican people have changed rapidly while the American Indians have changed little.

Chinese coolies changed very much as a result of their contacts in building the first continental railroad and

STANDARD FOCAL REFERENCE GUIDES

Benefic Press
- You and Your Friends (charts)

David Cook
- Teaching Pictures (charts)

Harper and Row
- Discussion Pictures for Beginning Social Studies (charts)

Holt, Rinehart and Winston
- Words and Actions (charts)

Language Arts
- Motor Perceptual Learning (charts)
- Verbal Communications (charts)
- Other People Around Me (charts)
- Myself (charts)

Safety Pictures
- Children Around the World (charts)

Silver Burdett
- "The Earth, Home of People"-to accompany Families and Their Needs (charts)
- Christmas Around the World (charts)
- Families Around the World (charts)
- Living in Kenya (charts)
- Living in France (charts)
- Living in Japan (charts)
- Living in Brazil (charts)

Society for Visual Education
- School Helpers (charts)

Franklin Watts
- A Trip Through the School (charts)

SUGGESTED MULTIMEDIA FOR ANTHROPOLOGY--LEVEL 1

UIDES

ng Social

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to accompany Families

charts)
harts)

charts)

CONCEPT PENETRATION SOURCES (BOOKS)

Allyn and Bacon
- Learning About Our Neighbors
- Learning About Our Families

Benefic Press
- You Visit a Fire Station
- You Visit a Steamship-Airport
- You Visit a Newspaper, Television Station
- You Visit a Museum, Library
- You Visit a Dairy, Clothing Factory
- You Visit a Sugar Refinery

- My School Room
- My Days at School
- All About My School
- I Go to School
- My Friends and I
- My Family and I
- I Can Do
- I Live in a City
- Community Friends
- Pets and Other Animals

Uni-Kit A - Supplementary Books
- How People Earn and Use Money
- How Foods are Preserved
- How We Get Our Cloth
- How Schools Help Us
- How We Celebrate Our Fall Holidays
- How Hospitals Help Us
- How Airplanes Help Us
- How We Celebrate Our Spring Holidays
- How People Live in the Big City
- How We Use Maps and Globes
- How We Get Our Shelter
- How Doctors Help Us

CONCEPT PENETRATION SOURCES (cont'd)

- Bowmar
  - Do You Know What?
  - Father is Big
  - My Tricycle and I
  - Three Baby Chicks
  - Watch Me Indoors

- Follett
  - Exploring With Friends

- Laidlaw
  - People at Home
  - Families and Their Needs
  - Communities and Social Needs

- Prentice - Hall
  - People and Their Social Actions (Man in Action Series)

- Science Research Associates
  - Our Working World

- Silver Burdett
  - Families and Their Needs

FILMSTRIPS AND SLIDES

- Churchill
  - Mothers Work Too
  - Fathers Work
  - They Need Me
  - A City is Many Things
  - Airport Service

- Education Electronics
  - Life in a Nutshell - Set I

ont'd)

an in Action Series)

Encyclopaedia Britannica
Guidance Stories
The Neighborhood Community
Safety Tales - Walt Disney
Families Around the World
The City Community (consists of the following:)
Here is the City
Business in the City
Living in the City

McGraw - Hill
Our Friends - The American Indians
Children of Europe Series
Children of Latin America Series
Christmas in Many Lands
Children of Pioneer Times
Holiday Series, Set I
How We Get Our Homes - Set II
Transportation Set
Cities and Protection
Cities and Recreation
Cities and Manufacturing
Families and Shelters
Families and Jobs
Families and Transportation
Cities and Commerce
O'er the Ramparts We Watched
Japanese Village Life
Cities and Government
Children of the Fort
Families and Rules
Families and Learning

Society for Visual Education
Robert and His Family, 1967
Learning to Live Together, 1961
The True Community Helper's Series

MAPS, GLOBES, AND ATLASES

- Rand McNally
  - Going Places Series (Primary - U.S. Desk Maps)
    - Which Way?
      - Student text
      - Activity book
      - Teacher's edition
    - How Far?
      - Student text
      - Activity book
      - Teacher's edition
    - Where?
      - Student text
      - Activity book
      - Teacher's edition

  - Basic Curriculum Series - Reference materials (one each for each primary classroom, 1-4)
    - Transportation and You
    - Our American Flag
    - Clothing and You
    - Communication and You
    - Communities and You
    - Food and You
    - Shelter and You

RECORDS

- Decca
  - Let's Sing While We Work and Play
  - Singing Across the Lands
  - The Little House
  - Sounds of My City
- R.C.A.
  - Around the Block, Around the World
  - What Do You Want To Be When You Grow Up?
  - Hardtrack and Railroad Songs

16 mm FILMS (Owned by the District)

Clark County Media Operations

Anthropology

The Eskimo in Life and Legend - The Living Stone F0878
Life of a Primitive People - Africa F1131
Man and His Tools F0589
Eskimo Children F0044
Eskimo Family F0162
Indians of the Plains - Life in the Past F5566
The Peoples of Africa F1359
Greek Children F0056
China, The Land of the People F0040
Children of Germany - In the Rhineland F0037
Italian Children - Harvest Time in Umbria F0063
Children of Japan F0039
Japanese Boy - The Story of Taro F0663
Children of Holland F0038
Mexican Boy - The Story of Pablo F0871
Mexican Children F0071
Arabian Children F0773
Norwegian Children - Farming on a Fjord F0080
Spanish Children F0613
Switzerland- Life in a Mountain Village F0873
Claudius - Boy of Ancient Rome F0847
People of the Congo - The Mangbetu F0082
Homes Around the World F5109
Foods Around the World F5584

Economics

A Bone for Spotty F0504
Economics: It's Elementary F5195
Your Thrift Habits F0514
The Clothes We Wear F5521

- Film Associates
  - I Live in Hawaii
  - Food of Southeast Asia
  - Boy of Southeast Asia
  - Man Makes a Desert

- McGraw - Hill
  - Cities and Government
  - Cities and Manufacturing
  - Cities and Geography
  - Cities and Commerce

- Sterling
  - Village Family - Crete
  - All Kinds of People
  - Pioneer Village

- Aims (New Films Recommended for Purchase)
  - Food Preservation
  - Dairy Farm Today
  - Fireboat - Ready for a Run
  - House Ahead
  - Silk - Cocoon to Clothing
  - Transportation by Helicopters
  - Guidance - Let's Have Respect
  - Guidance - What's Right?
  - Community Helpers
  - Cleaners and Laundries
  - Night Community Helpers
  - Transportation by Bus
  - Communications Help the Community
  - Trucks and Truck Transportation

- Avis
  - Children of Hawaii

- Coronet
  - Boy of India
  - Boy of Japan
  - Life of a Philippine Family

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Family

- A Pioneer Home
- Indian Series
- Life in Hot Wet Lands
- Conservation for Beginners
- We Explore Mountain Life

Sid Davis
- Plants of the Desert
- The Changing Desert

Encyclopaedia Britannica
- Yugoslav Boy: Story of Frane
- The Orange Grower
- Midland Metropolis
- If You Could See The Earth
- South Pacific Island Children
- The Northeast: Port of New York

	GENERALIZATION	CONCEPTS
HISTORY GEOGRAPHY POLITICAL SCIENCE SOCIOLOGY ECONOMICS ANTHROPOLOGY ANTHROPOLOGY Level 2 Vehicles Our Community Food Shelter Clothing Community Helpers Library	There is no undisputed evidence of significant differences in ability or intelligence among major racial groupings of the world.	Habitat and its significance Dignity of man Causation

ZATION	CONCEPTS	SUB-CONCEPTS
	Habitat and its significance	A. Man affects and is affected by his natural environment. B. Habitat is the resource base of man's society. C. Water in the form of oceans, rivers, and lakes covers three-fourths of the earth's surface influencing climate, agriculture, communication, transportation, and trade. D. Landforms influence climate and the provision of food, shelter, and clothing. E. Climate influences ways of living. F. Habitat tends to direct man until he accepts or alters it. G. International problems are often caused by geographic conditions. H. Rituals, ceremonies, and superstition of various people may be related to their physical environment.
puted evidence fferences in gence among pings of the	Dignity of man	A. Religions have developed a belief in the reverence of human life. B. Most men are expected to respect the dignity of all other men. C. Human dignity should imply to every citizen the worth of all individuals. D. Worth of an individual cannot be judged by accomplishments or social position.
	Causation	A. There is a relationship of cause and effect. B. Causation attempts to develop a method of thinking as well as an understanding of causes and effects around us. C. Cause and effect have the character of multiplicity. (This means that operation of cause and effect can be understood only if they know enough about the facts involved in the causal chain. A single act may bring about several effects which seemingly become more isolated as the series of effects expands.) D. The fact that events do not just happen but that they are caused appears to be basic to a grasp of the course and meaning of all social action.

BEHAVIORAL OBJECTIVES

A. The student, given a series of pictures of different types of workers, will identify each by n

B. The student will identify the types of dwellings used by people living in polar, tropic, arid

C. The student will draw pictures or models of the different kinds of boats that are required to kayak, and a sailboat.

D. The student will draw a mural showing how the landforms of Holland affect the climate, she

E. The student, given pictures of people from different climate areas, will explain how each m

F. The student will prepare for an imaginary journey to various places and countries by drawin

G. The student will identify geographic features from a map, e.g., oceans, lakes, plains, rive

H. The student will compare a given foreign native folk dance with those found in our country

A. The student will draw a picture of the building used for religious services.

B. The student, using the kind of response of his choice such as behavior, writing, talking, an teachers, and other adults.

C. The student will draw pictures showing times when he should not disturb the rights of others,

D. The student, given a description of an effect, will state some possible causes.

A. The student will explain why fire is dangerous and destructive and tell what methods man us

B. The student will draw pictures showing houses before and after improvements.

C. The student will explain why we have crosswalks and traffic lights and tell what might happ

BEHAVIORAL OBJECTIVES

s of workers, will identify each by name, e.g., baker, farmer, plumber, and banker.

people living in polar, tropic. arid, wet, and temperate climates.

t kinds of boats that are required to travel on different kinds of given waterways, e.g., the Queen Mary,

ns of Holland affect the climate, shelter, and clothing of the people.

mate areas, will explain how each must adapt to their climate.

rious places and countries by drawing a sketch showing the kind of clothing he will take for each place.

p, e.g., oceans, lakes, plains, rivers, and mountains.

nce with those found in our country by listing the similarities and differences.

religious services.

ch as behavior, writing, talking, and explaining, will describe how children should treat their parents,

hould not disturb the rights of others, e.g., when someone is sleeping, when you are in a library.

e some possible causes.

ructive and tell what methods man uses to control fire.

nd after improvements.

raffic lights and tell what might happen if they were not properly used and observed.

GENERALIZATION	CONCEPTS	
Every human cultural system is logical and coherent in its own terms, given the basic assumptions and knowledge available to the given community.	Compromise and adjustment	A. Compromise and adjustment are the ke and conflict.
		B. Man faces the need to compromise and surroundings.
		C. Each culture is only a small part of a p
		D. Man should recognize compromise and a sign of weakness or surrender.
	Habitat and its significance	A. Man affects and is affected by his natu
		B. Habitat is the resource base of man's so
		C. Water in the form of oceans, rivers, an agriculture, communication, transporta
		D. Landforms influence climate and the pro
		E. Climate influences ways of living.
		F. Habitat tends to direct man until he acc
		G. International problems are often caused
		H. Rituals, ceremonies, and superstition of
	Culture	A. People are much alike in feelings and ne
		B. People in other lands have customs and t
		C. People throughout the world today are st same time, making changes to improve th
		D. Individuals and groups of individuals of

SUB-CONCEPTS

promise and adjustment are the keys to successfully facing political, economic, social, and religious change conflict.

faces the need to compromise and adjust to his physical, economic, social, political, and religious undings.

culture is only a small part of a product of its own invention and discovery; it is the result of adjustment.

should recognize compromise and adjustment as a natural evolutionary concept and not to interpret it as n of weakness or surrender.

affects and is affected by his natural environment.

itat is the resource base of man's society.

er in the form of oceans, rivers, and lakes covers three-fourths of the earth's surface influencing climate, culture, communication, transportation, and trade.

forms influence climate and the provision of food, shelter, and clothing.

nate influences ways of living.

itat tends to direct man until he accepts or alters it.

rnational problems are often caused by geographic conditions.

als, ceremonies, and superstition of various people may be related to their physical environment.

ple are much alike in feelings and needs, although they often differ in appearance, ideas, and customs.

ple in other lands have customs and traditions that have been passed down to them.

ple throughout the world today are striving to keep certain cultures and traditions that they value and at the e time, making changes to improve their way of life.

ividuals and groups of individuals of diverse background have contributed to our cultural heritage.

BEHAVIORAL OBJECTIVES

A. The student, given a depiction of a neighborhood where all of the residents are friendly, co
and tell what he thinks should happen to him or what might happen to him.

B. The student will demonstrate his understanding of the different ways of living by drawing pic

C. The student will orally indicate the kind of work he would like to do in earning money and t

D. The student will tell what happens to those who disobey traffic laws and give his opinion as t

A. The student, given a series of pictures of different types of workers, will identify each by na

B. The student will identify the types of dwellings found in the different parts of the world used

C. The student will draw pictures or make models of the different kinds of given waterways, e.g

D. The student will draw a mural showing how the landforms of Holland affect the climate, shel

E. The student, given pictures of people from different climate areas, will explain how each mu

F. The student will prepare for an imaginary journey to various places and countries by drawing

G. The student will identify geographic features from a map, e.g., oceans, lakes, plains, river

H. The student will compare a given foreign native folk dance with those found in our country b

A. The student, given pictures of different races and nationalities, will state whether or not he
or city who are members of the certain race or nationality depicted.

B. The student will draw a picture of a person from some land other than the United States to sh
of different areas such as Mexico, India, or Arabia.

C. The student will make an imaginary shopping trip and purchase an outfit/or costume of the pe
policeman, sailor, butcher, or merchant.

D. The student, given recorded music from different cultures, will identify the culture to which

BEHAVIORAL OBJECTIVES

ll of the residents are friendly, cooperative, law abiding--except one, will draw a picture of that one
t happen to him.

erent ways of living by drawing pictures showing activities on a farm and in a city.

d like to do in earning money and tell why he would choose such a job.

raffic laws and give his opinion as to whether this treatment is right and proper.

of workers, will identify each by name, e.g., baker, farmer, plumber, and banker.

he different parts of the world used by people living in polar, tropic, arid, wet, and temperate climates.

erent kinds of given waterways, e.g., the Queen Mary, kayak, and a sailboat.

of Holland affect the climate, shelter, and clothing of the people.

ate areas, will explain how each must adapt to their climate.

ous places and countries by drawing a sketch showing the kind of clothing he will take for each place.

e.g., oceans, lakes, plains, rivers, and mountains.

ce with those found in our country by listing the similarities and differences.

lities, will state whether or not he has seen or whether he knows individuals in his school, neighborhood,
y depicted.

d other than the United States to show his understanding of other cultures. He may choose from a number

chase an outfit/or costume of the person he would like to portray, e.g., astronaut, cowboy, soldier,

s, will identify the culture to which it belongs.

GENERALIZATION	CONCEPTS	
The customs and beliefs of people are often made more understandable if we examine them from a combined psychological and cultural perspective.	Compromise and adjustment	A. Compromise and adjustment are the ke and conflict.
		B. Man faces the need to compromise an surroundings.
		C. Each culture is only a small part of a and compromise.
		D. Man should recognize compromise and it as a sign of weakness or surrender.
	Empathy	A. Empathy is the concept of demonstrati identical with or similar to the respons
		B. Empathy is a basic function in society
		C. The ability to exert empathy depends understand a person or a problem.
	Freedom and equality	A. Freedom refers to the relative absence
		B. In the Western world equality has com of opportunity.
		C. Taken to extremes, freedom may mean
		D. This concept of equality is an Americ It is committed to a belief in human di of the individual with the equality of

SUB-CONCEPTS

romise and adjustment are the keys to successfully facing political, economic, social, and religious change onflict.

'aces the need to compromise and adjust to his physical, economic, social, political, and religious ındings.

culture is only a small part of a product of its own invention and discovery; it is the result of adjustment ompromise.

hould recognize compromise and adjustment as a natural evolutionary concept and not to interpret a sign of weakness or surrender.

thy is the concept of demonstrating the ability to understand others through one's self-responses that are ical with or similar to the responses of others.

thy is a basic function in society in relation to sharing the attitudes and behavior of others.

bility to exert empathy depends on the amount of knowledge and experiences one has when attempting to rstand a person or a problem.

dom refers to the relative absence of perceived external restraints on individual behavior.

e Western world equality has come to mean equality before law, equal access to suffrage, and equality pportunity.

n to extremes, freedom may mean chaos and equality may become the tyranny of the majority.

concept of equality is an American tradition. It is a pragmatic tradition committed to few absolutes. committed to a belief in human dignity and has sought to advance that dignity by protecting the freedom e individual with the equality of all men under the egis of a government of laws and not of men.

BEHAVIORAL OBJECTIVES

A. The student will make a written comparison of two hunting trips, e.g., deer hunting trip in Nev
mode of travel, guides, supplies, and the risks.

B. The student will explain his views as to why man is permitted to hunt certain animals at certain
population to available food and sustenance.

C. The student, given a series of pictures of immigrants to America, will identify the country of th

D. The student will identify whether certain activities come under the headings of choices, rules,

A. The student will give his preference about things to do at the circus, e.g., watch clowns, anim
would rather have with him at the time.

B. The student can give a logical explanation for the day-to-day rules of being courteous and polit

C. The student, given a picture (e.g., the vanishing American), will describe his own feelings as t
picture.

A. The student will explain why there are times in the classroom when he is free to talk as much as

B. The student will explain why the conditions of the performance of drawing a picture may be equ

C. The student will explain the results of granting a toddler too much freedom, e.g., wander or pla

D. The student will identify certain laws that all men must obey without any exceptions at all.

BEHAVIORAL OBJECTIVES

trips, e.g., deer hunting trip in Nevada and an African Safari for big game, indicating equipment,

ted to hunt certain animals at certain seasons and tell how this law relates the need of limiting the animal

nerica, will identify the country of the immigrants.

nder the headings of choices, rules, customs, or laws.

the circus, e.g., watch clowns, animals, circus acts, and take the rides, and tell who in the class he

-day rules of being courteous and polite and tell how these rules have the character of reciprocity.

an), will describe his own feelings as they are related to the emotional impact of the subject in the

om when he is free to talk as much as he likes, and other times when this is not permissible.

ance of drawing a picture may be equal for two students, yet the outcome may not be of equal quality.

oo much freedom, e.g., wander or play in streets, and tell why some limitations are set up for the toddler.

ey without any exceptions at all.

GENERALIZATION	CONCEPTS	
Analysis of the implications or functions of cultural behavior must take into account the explicit beliefs and intentions of the people involved. Analysis must also be made of the unnoticed, unintended further consequences called latent functions of particular acts and beliefs.	Conflict--its origin, expression, and resolution	A. Conflict is characteristic of the growth and de B. Society is constantly pressured to respond to c young students from the fact of its existence, them to develop healthy attitudes toward conf C. This concept is developed to assist the student with classmates, between individuals and the
	Culture	A. People are much alike in feelings and needs, B. People in other lands have customs and traditi C. People throughout the world today are striving the same time, making changes to improve the D. Individuals and groups of individuals of divers
	Empathy	A. Empathy is the concept of demonstrating the abi identical with or similar to the responses of oth B. Empathy is a basic function in society in relati C. The ability to exert empathy depends on the an understand a person or a problem.

SUB-CONCEPTS

is characteristic of the growth and development of individual and of civilization as a whole.

s constantly pressured to respond to conflicting forces. Rather than to minimize conflict or shield dents from the fact of its existence, we should make them aware of the origins of conflict and help develop healthy attitudes toward conflict as an aspect of reality with which they must learn to cope.

ept is developed to assist the student to acquire satisfactory patterns of conflict resolution whether smates, between individuals and the state, or between nations to be used throughout life.

e much alike in feelings and needs, although they often differ in appearance, ideas, and customs.

other lands have customs and traditions that have been passed down to them.

roughout the world today are striving to keep certain cultures and traditions that they value and at time, making changes to improve their way of life.

ls and groups of individuals of diverse background have contributed to our cultural heritage.

is the concept of demonstrating the ability to understand others through one's self-responses that are with or similar to the responses of others.

is a basic function in society in relation to sharing the attitudes and behavior of others.

ty to exert empathy depends on the amount of knowledge and experiences one has when attempting to d a person or a problem.

BEHAVIORAL OBJECTIVES

A. The student will orally explain the problems he has faced and tell whether or not he thinks others h

B. The student will orally state his plans for a picnic, including a list of all the articles he would brin

C. The student will tell how some cake and cartons of milk brought by the P-TA should be apportioned

A. The student will select a cultural entity which he would like to learn more about and give reasons f

B. The student will draw a picture of the instrument used predominately in a given culture.

C. The student will be able to identify the major occupations of various lands, e.g., sheep raising in A in Hawaii, and salmon in Alaska.

D. The student will be able to explain all the steps taken from producer to consumer in the production the piano, a folk dance, a country fair, or an assembly program in which the school band is featu

A. The student, given a series of pictures about the emotions people feel, will be able to classify the and pitiful.

B. The student will explain why the Indians were so sad at the disappearance of the American buffalo

C. The student will describe orally what he feels the adult reaction to death is like.

BEHAVIORAL OBJECTIVES

ed and tell whether or not he thinks others have faced similar problems.

uding a list of all the articles he would bring.

brought by the P-TA should be apportioned among the people in his classroom.

like to learn more about and give reasons for his choice.

redominately in a given culture.

ns of various lands, e.g., sheep raising in Australia, fishing in Portugal, wine making in France, pineapples

rom producer to consumer in the production of some simple form of entertainment, e.g., a person playing
program in which the school band is featured.

ns people feel, will be able to classify the feelings he has when looking at them, e.g., sad, glad, funny,

the disappearance of the American buffalo (bison) from the open plains of the West.

reaction to death is like.

SUGGESTED MULTIMEDIA FOR ANTHROPOLOGY

STANDARD FOCAL REFERENCE GUIDES

Laidlaw
  Families and Social Needs

Prentice - Hall
  People and Their Social Actions
  (Man in Action Series)

Silver Burdett
  Communities and Their Needs

SRA
  Our Working World, Grade Two

CONCEPT PENETRATION SOURCES

Benefic Press
  How We Get Our Dairy Foods
  How We Get Our Clothing
  How Foods Are Preserved
  How We Get Our Cloth
  How We Celebrate Our Fall Holidays
  How We Celebrate Our Spring Holidays
  How We Get Our Shelter
  How Doctors Help Us
  Community Friends

Franklin
  Clothes From Head to Toe
  Food From Farm to Family

Silver Burdett
  Homes Around the World
  Pets Around the World
  Fun Around the World
  Schools Around the World
  Work Around the World

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SUGGESTED MULTIMEDIA FOR ANTHROPOLOGY--LEVEL 2

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FILMSTRIPS

Churchill
    Cotton Clothing

Encyclopaedia Britannica
    Food
    Shelter
    Neighborhood Community

Filmstrip House
    Our Geography

Jam Handy
    My Neighborhood

McGraw - Hill
    Holiday Series, Set I
    How We Get Our Homes

Society for Visual Education
    The Home Community
    (Food - Clothing - Shelter)

TRANSPARENCIES AND CHARTS (Study Prints)

Society for Visual Education
    Postal Helpers
    Dairy Helpers
    Fire Department Helpers
    Supermarket Helpers
    School Helpers
    Neighborhood Friends and Helpers
    Keeping the City Clean and Beautiful
    Moving Goods for People in the City
    Police Department Helpers

MAPS, GLOBES, ATLASES

Benefic Press
  How We Use Maps and Globes

Denoyer - Geppert
  Geocraft 16" Beginners Globe

Rand McNally
  Which Way? How Far? Where?

16mm FILMS (Owned by the District)

Clark County Media Operations
- Building a House--F5029
- The Clothes We Wear-- F5521
- City Fire Fighters-- F0425
- Everyone Helps In a Community--F0998
- The Food Store--F0783
- George's New Suit--Where Clothing Comes From F5339
- Your Friend The Doctor--F0122
- Helpers at Our School--F5347
- Truck Farm to Store--F5502
- Where Does Our Meat Come From--F5490
- Your Daily Bread--F0207
- Milk-- F0112
- New House, The--Where It Comes From--F0586
- One Day On The Farm-- F5417
- Pipes In The House-- F5173

Aims
- Dairy Farm Today
- Silk-- Cocoon to Clothing

McGraw - Hill
- Families and Shelter

HISTORY GEOGRAPHY POLITICAL SCIENCE SOCIOLOGY ECONOMICS ANTHROPOLOGY		GENERALIZATION	CONCEPTS	
	ANTHROPOLOGY Level 3 Vehicles Expanded Community Community Helpers Nevada United States North America	Contrary to beliefs still widely held, individuals who are the products of racial mixing or interbreeding are frequently superior to their pure-blooded parents in strength, stature, and other characteristics. This phenomenon of hybrid vigor is well known among many species of lower animals and plants as well.	Morality and choice	A. Morality B. Man as a must acc C. Morality
			Habitat and its significance	A. Man affe B. Habitat i C. Water in earth's su transport D. Landform clothing. E. Climate F. Habitat G. Internati H. Rituals, their phy
			Interaction	A. Individua groups. B. Within a certain f C. Two gene D. The basis

ON	CONCEPTS	SUB-CONCEPTS
	Morality and choice	A. Morality dictates a standard of value. B. Man as a reasoning animal has the opportunity to make free choices but must accept responsibility for these decisions. C. Morality implies conscience and choice implies responsibility.
still widely ho are the ixing or equently re-blooded stature, istics.	Habitat and its significance	A. Man affects and is affected by his natural environment. B. Habitat is the resource base of man's society. C. Water in the form of oceans, rivers, and lakes covers three-fourths of the earth's surface influencing climate, agriculture, communication, transportation, and trade. D. Landforms influence climate and the provision of food, shelter, and clothing. E. Climate influences ways of living. F. Habitat tends to direct man until he accepts or alters it G. International problems are often caused by geographic condition. H. Rituals, ceremonies, and superstition of various people may be related to their physical environment.
hybrid among ver animals	Interaction	A. Individuals enter into relationships with a great number of individuals and groups. B. Within a social system the interaction of individuals and groups follows a certain form. C. Two general types of interaction are competition and cooperation. D. The basis of all human interaction is found in social systems.

BEHAVIORAL OBJECTIVES

A. The student will name ways used in our society to effect more desirable moral standards and behavi

B. The student will identify from a list of items those particular ones that most clearly contribute to: and apathy.

C. The student will write the names and/or titles of those officials, agencies, and institutions whose r society.

A. The student will locate on a map of the Southwest the general areas in which various Indian tribes was used by those Indians.

B. The student will describe life among the Southwestern tribes before the time of their being put on re

C. The student will orally explain where he would prefer to live giving reasons for his choice.

D. The student will state how the landforms affect a given area in terms of climate, food, shelter, and for human habitation.

E. The student will orally make comments telling how residents in Alaska are influenced by the climat

F. The student will orally explain why some native villages are built on stilts or poles in the wet-land

G. The student will give an oral report describing the problems the countries of the world might have

H. The student will explain how the primitive Hawaiian ritual of worshipping the fire goddess was rela

A. The student will choose one person from a list of public officials and professional people and explai individuals and groups.

B. The student will give an oral report describing how a city government is organized.

C. The student will categorize games played during the physical education period as either competitiv

D. The student will order a list of social systems as to their importance to him.

BEHAVIORAL OBJECTIVES

desirable moral standards and behavior patterns.

nes that most clearly contribute to: (1) man's contentment and happiness, and (2) man's frustrations

s, agencies, and institutions whose responsibility it is to control crime and criminal elements in our

l areas in which various Indian tribes lived and state his opinions as to why that particular location

efore the time of their being put on reservations.

giving reasons for his choice.

n terms of climate, food, shelter, and clothing and tell why such an area might be a desirable site

n Alaska are influenced by the climate.

uilt on stilts or poles in the wet-land climates.

ne countries of the world might have over fishing rights in the Pacific Ocean.

worshipping the fire goddess was related to the physical environment.

als and professional people and explain how that person enters into relationships with a great number of

ernment is organized.

education period as either competitive or cooperative.

tance to him.

GENERALIZATION	CONCEPTS	
Anthropologists and other scientists have discovered no human biological characteristics that are unaffected by life experiences and environmental conditions. Conversely, no human characteristics of thought or action can be regarded as unaffected by genetically inherited biological factors.	Habitat and its significance	A. Man affects and is affected by his B. Habitat is the resource base of ma C. Water in the form of oceans, river agriculture, communication, trans D. Landforms influence climate and t E. Climate influences ways of living. F. Habitat tends to direct man until h G. International problems are often co H. Rituals, ceremonies, and superstiti
	Culture	A. People are much alike in feelings B. People in other lands have customs C. People throughout the world today the same time, making changes to i D. Individuals and groups of individua
	Social change	A. Change is a neutral process; it may B. Some societies change at a more ra C. There are many causes for social ch 1. Contact between cultures. 2. The interaction of new ideas or 3. The development of modern mea 4. Innovation as means of meeting

SUB-CONCEPTS

affects and is affected by his natural environment.

tat is the resource base of man's society.

r in the form of oceans, rivers, and lakes covers three-fourths of the earth's surface influencing climate, ulture, communication, transportation, and trade.

forms influence climate and the provision of food, shelter, and clothing.

ate influences ways of living.

tat tends to direct man until he accepts or alters it.

national problems are often caused by geographic conditions.

ls, ceremonies, and superstition of various people may be related to their physical environment.

le are much alike in feelings and needs, although they often differ in appearance, ideas, and customs.

le in other lands have customs and traditions that have been passed down to them.

le throughout the world today are striving to keep certain cultures and traditions that they value and at ame time, making changes to improve their way of life.

viduals and groups of individuals of diverse background have contributed to our cultural heritage.

nge is a neutral process; it may progress or decline.

societies change at a more rapid rate of progress than others.

e are many causes for social change such as the following:
ontact between cultures.
he interaction of new ideas or materials within a culture.
he development of modern means of communication and transportation.
nnovation as means of meeting the challenge of social, economic, and political problems.

BEHAVIORAL OBJECTIVES

A. The student will participate in an oral discussion and state the similarities he has observed ir

B. The student will explain why a given house is built of certain materials.

C. The student will explain his opinions on how floods might best be controlled or eliminated.

D. The student will give his version of why few people live in high mountain ranges.

E. The student will state why the life of the people is different in Florida as compared to Alask

F. The student will point out on a world map the homeland of Eskimos, African tribesmen, Ame
lands.

G. The student will list the advantages for both the United States and Canada's use of the Grea

H. The student will choose the holiday observed in America which he likes best and tell his re

A. The student will make a comparison of dissimilar cultures and tell what needs and feelings th

B. The student will choose one culture from a given list of cultural groups, e.g., American or

C. The student will tell ways in which he feels life is better for the Indians today than it was w

D. The student will make a list of products used in America that are shipped in from other count

A. The student will list three changes in his school life from the previous year.

B. The student will be able to tell why California has changed more rapidly than more isolated

C. The student will make a list of all the modern conveniences we enjoy because of new scienti
and amusement.

BEHAVIORAL OBJECTIVES

nd state the similarities he has observed in the study of climate regions.

of certain materials.

might best be controlled or eliminated.

live in high mountain ranges.

different in Florida as compared to Alaska.

land of Eskimos, African tribesmen, American Indians, and Arabs and will list the clothing worn in these

nited States and Canada's use of the Great Lakes.

nerica which he likes best and tell his reasons for choosing that one.

ultures and tell what needs and feelings they might have in common.

st of cultural groups, e.g., American or Oriental and describe three unique cultural features.

better for the Indians today than it was when their society was primitive.

nerica that are shipped in from other countries.

fe from the previous year.

changed more rapidly than more isolated areas.

veniences we enjoy because of new scientific developments of recent years, e.g., communication, transportation,

GENERALIZATION	CONCEPTS	S
Although the people of the world may be roughly and arbitrarily divided into different races or major groups based on physical characteristics, there are no pure races and probably never have been. There are large numbers of individuals who are intermediate in racial characteristics so that no sharp boundaries can be drawn separating the Negroid, Caucasoid, and Mongoloid peoples.	Compromise and adjustment	A. Compromise and adjustment are the keys to succ and conflict.
		B. Man faces the need to compromise and adjust tc surroundings.
		C. Each culture is only a small part of a product of adjustment and compromise. Survival depends
		D. Man should recognize compromise and adjustme it as a sign of weakness or surrender.
	Interaction	A. Individuals enter into relationships with a great
		B. Within a social system the interaction of indivic
		C. Two general types of interaction are competitior
		D. The basis of all human interaction is found in so
	Empathy	A. Empathy is the concept of demonstrating the abi identical with or similar to the responses of othe
		B. Empathy is a basic function in society in relatio
		C. The ability to exert empathy depends on the amo understand a person or a problem.

SUB-CONCEPTS

omise and adjustment are the keys to successfully facing political, economic, social, and religious change
onflict.

aces the need to compromise and adjust to his physical, economic, social, political, and religious
ndings.

ulture is only a small part of a product of its own invention and discovery; it is the result of
ment and compromise. Survival depends upon the ability to adjust and compromise.

hould recognize compromise and adjustment as a natural evolutionary concept and not to interpret
sign of weakness or surrender.

duals enter into relationships with a great number of individuals and groups.

a social system the interaction of individuals and groups follows a certain form.

eneral types of interaction are competition and cooperation.

sis of all human interaction is found in social systems.

hy is the concept of demonstrating the ability to understand others through one's self-responses that are
cal with or similar to the responses of others.

hy is a basic function in society in relation to sharing the attitudes and behavior of others.

ility to exert empathy depends on the amount of knowledge and experiences one has when attempting to
tand a person or a problem.

BEHAVIORAL OBJECTIVES

A. The student will describe methods used by him to get his own way at home for various reasons, e.g. then tell whether he thinks this will work for him in the future.

B. The student will describe how the activity of bargaining constitutes compromise and adjustment.

C. The student will give his explanation of why English is the language of America rather than French

D. The student will recall some disagreement or struggle in which he was involved and give his version disposition or solution of the controversy.

A. The student will draw a simple cartoon depicting the interaction between farm, city, and factory.

B. The student will name the three parties involved in the arbitration of a new labor dispute.

C. The student will choose one commodity from a list and name all the people involved in its productio

D. The student will select the one official or other community helper he knows most about and explain

A. The student will draw cartoons of people depicting happiness, sadness, disapproval, enjoyment, an

B. The student, given a set of pictures depicting emotions, will select one he likes best and render his

C. The student, during a musical period, will participate in dancing to those songs he prefers and "sit

BEHAVIORAL OBJECTIVES

wn way at home for various reasons, e.g., more dessert, more TV viewing, and staying up a little later, ture.

nstitutes compromise and adjustment.

language of America rather than French or some other language.

hich he was involved and give his version of just how compromise and adjustment entered into the final

ction between farm, city, and factory.

itration of a new labor dispute.

e all the people involved in its production, sale, and distribution.

helper he knows most about and explain his version of the duties and importance of that man.

ess, sadness, disapproval, enjoyment, anger, or other expressions of emotions.

ill select one he likes best and render his own drawing of the picture he selected.

dancing to those songs he prefers and "sit out" those that have little attraction for him.

SUGGESTED MULTIMEDIA FOR ANTHROPOLOG

STANDARD FOCAL REFERENCE GUIDES

Educational Development Laboratories
    Study Skills Kit (Social Science)

Laidlaw
    Communities & Social Needs

Macmillan
    Living in Places Near and Far

Prentice - Hall
    People and Their Actions (Man in Action Series)
    People and Their Actions in Social Roles (Man in Action Series)

CONCEPT PENETRATION SOURCES

Allyn - Bacon
    Understanding Maps

Benefic Press
    How People Live in the Big City
    How We Get Our Shelter
    How Doctors Help Us
    How Foods are Preserved
    How We Use Maps and Globes
    How We Get Our Dairy Foods
    How People Earn and Use Money

Children's Press
    Enchantment of America Series

Hammond
    My State (Nevada)
    Flags of American History

Houghton - Mifflin
    Citizens All
    Proudly We Hail

Lyons

Silve

Socie

FILMS

Churc

McG

RMI

Warre

GESTED MULTIMEDIA FOR ANTHROPOLOGY--LEVEL 3

ion Series)
tes (Man in Action Series)

Lyons and Carnahan
  Red Feather - A Book of Indian Life & Tales
  Red Feather's Homecoming
  Morning Star
  Indian Legends of Eastern America

Silver Burdett
  Living in the United States
  The Earth the Home of the People

Society for Visual Education
  Postal Helpers
  Dairy Helpers
  How People Travel in the City
  Moving Goods for People in the City
  Children of North America

FILMSTRIPS AND SLIDES

Churchill
  A City Is Many Things
  They Need Me
  Fathers Work
  Mothers Work Too

McGraw - Hill
  How We Get Our Homes
  Community Transportation Set
  The History of the American Negro Series

RMI
  George Washington Carver (Record and Filmstrip)

Warren Schloat
  Exploding the Myths of Prejudice (Sound Filmstrip)

TRANSPARENCIES

American Education
    Indian Before White Man

Instructo Products Company
    Negro History
    U.S. Maps

MAPS AND ATLASES

Nystrom
    United States Map
    Map Symbol Chart With Geographic Terms

Rand McNally
    Revised Rand McNally Classroom Atlas

RECORDS

R.C.A.
    Folk Songs of the Americas
    Patriotic Songs

16mm FILMS (Owned by the District)

Clark County Media Operations
    An Airplane Trip by Jet F0647
    The City F5012
    Communication for Beginners F5302
    Farmer Don and the City F5197
    Helpers in Our Community F5348
    Helpers Who Come to Our House F0447
    What is a Neighborhood F5147
    A Boy of the Navajos F5091

- Hopi Indian Village Life F5110
- Bonanza F1055
- Early Nevada F0203
- Ghost Towns of Virginia City F0760
- Ghosts of the Golden West F0201
- Nevada - Land of Surprises F0205
- Nevada and Its Natural Resources F0206
- Eskimo Children F0044
- Calgary the Living West F1412
- Mexican Boy - The Story of Pablo F0871
- Mexican Children F0071
- Meat - From Range to Market - Production, Processing, and Distribution F5030

Aims
- Food Preservation
- Dairy Farm Today
- Fireboat - Ready for a Run
- House Ahead
- Silk - Cocoon to Clothing
- Transportation by Helicopters
- Guidance - Let's Have Respect

Avis
- Children of Hawaii

Coronet
- Conservation for Beginners
- We Explore Mountain Life

Encyclopaedia Britannica
- South Pacific Children

	GENERALIZATION	CONCEPTS	
HISTORY GEOGRAPHY POLITICAL SCIENCE SOCIOLOGY ECONOMICS ANTHROPOLOGY GEOGRAPHY Level 4 Vehicles Hot-Wet, Hot-Dry Regions Learning To Think Geographically Our State Nevada	Man's use of the land is seldom the result of any single physical factor. Rather, such utilization is determined by the interplay of a number of phenomena, both physical and cultural.	Habitat and its significance	A. Man affects an B. Habitat is the re C. Water in the for earth's surface i tation, and trad D. Landforms influe E. Climate influenc F. Habitat tends to G. International pr
		Geographic approach	A. In the field of g things and event and events that B. Many different k earth. There ar and political pro C. The distinctive the interaction o associated with D. Geograp has e equally significa processes or amo E. Geography seeks from place to pla F. Grouping events they occur becon them.
		Causation	A. There is a relatio B. Causation attemp standing of cause C. Cause and effec ation of cause an the factors invol al effects which expands.) D. The fact that ever basic to a grasp of

TION	CONCEPTS	SUB-CONCEPTS
	Habitat and its significance	A. Man affects and is affected by his natural environment. B. Habitat is the resource base of man's society. C. Water in the form of oceans, rivers, and lakes covers three-fourths of the earth's surface influencing climate, agriculture, communication, transportation, and trade. D. Landforms influence climate and the provision of food, shelter, and clothing. E. Climate influences ways of living. F. Habitat tends to direct man until he accepts or alters it. G. International problems are often caused by geographic conditions.
nd is seldom ngle physical h utilization e interplay nomena, both al.	Geographic approach	A. In the field of geography, attention is focused on the areal association of things and events of unlike origin and on the interconnections among things and events that are thus associated. B. Many different kinds of processes of change are operating on the face of the earth. There are physical processes, biotic processes, economic, social, and political processes. C. The distinctive purpose of geographic study is to develop concepts regarding the interaction of things and events related to unlike processes that are associated with particular areas. D. Geography has examined the interaction between man and his habitat but equally significant are studies of the interaction among diverse cultural processes or among physical and biotic phenomena. E. Geography seeks understanding of the causes and consequences of differences from place to place on the earth. F. Grouping events and concepts together by the area on the globe in which they occur becomes an orderly principle by which to approach and analyze them.
	Causation	A. There is a relationship of cause and effect. B. Causation attempts to develop a method of thinking as well as an understanding of causes and effects around us. C. Cause and effect have the character of multiplicity. (This means that operation of cause and effect can be understood only if they know enough about the factors involved in the causal chain. A single act may bring about several effects which seemingly become more isolated as the series of effects expands.) D. The fact that events do not just happen but that they are caused appears to be basic to a grasp of the course and meaning of all social action.

BEHAVIORAL OBJECTIVES

A. The student will make maps in the form of a small atlas for two categories--those of the hot-dry lan
of the Sahara, Gobi, Mojave, American, and Australian deserts and the Amazon, Congo, Malayan
B. The student will, in writing, describe instances of how the culture of people in the American desert
C. The student will locate the major bodies of water, lakes and rivers, on a map of Nevada and descri
vicinity.
D. The student will match statements pertaining to food, shelter, and clothing to the climates.
E. The student will give an oral explanation of at least three ways in which climate has affected the p
regions.
F. The student will name at least two instances in which man has altered conditions that are influenced
American, and Australian.
G. The student will name three examples of American Indian ceremonial dances that relate to the physi

A. The student will, in writing, describe three geographic relationships shared by desert regions of the
B. The student will state in writing two examples of economic and social change in the hot, wet region
C. The student will diagram the concept of the rain shadow effect on Nevada.
D. The student will draw the major physical features of a desert region.
E. The student, given a map of Nevada, will point out areas suitable for ranching and farming and nar
F. The student, given a map (physical) of the Southwestern United States, will identify the general are

A. The student will name and discuss the different patterns and ways of living among people of the hot,
B. The student will write a paper about three kinds of change that have occurred in the social, econom
five years.
C. The student will, in writing, show how factors regarding habitat are interrelated to the culture of th
D. The student will write a hypothesis on the geographic differences in places located in hot, wet and
such differences.

BEHAVIORAL OBJECTIVES

tlas for two categories--those of the hot-dry lands and those of the hot-wet lands. Included should be maps
ralian deserts and the Amazon, Congo, Malayan, and India River basins.
ow the culture of people in the American desert has been affected by their environment.
akes and rivers, on a map of Nevada and describe the critical importance they have for residents in that

d, shelter, and clothing to the climates.
t three ways in which climate has affected the patterns of food, dress, and shelter of people in the hot, dry

ch man has altered conditions that are influenced by natural habitat in desert regions, such as Gobi, Atacama,

Indian ceremonial dances that relate to the physical environment of the American desert.

phic relationships shared by desert regions of the world.
conomic and social change in the hot, wet regions of the world.
adow effect on Nevada.
f a desert region.
t areas suitable for ranching and farming and name centers of population in that vicinity.
estern United States, will identify the general areas which make up the Great Basin.

terns and ways of living among people of the hot, wet regions of the world.
change that have occurred in the social, economic, and political field here in Nevada during the past thirty-

arding habitat are interrelated to the culture of the Yarubas in Nigeria and the inhabitants of the Gobi desert.
nic differences in places located in hot, wet and hot, dry regions and support his position with five reasons for

GENERALIZATION	CONCEPTS	
	Industrialization-urbanization syndrome	A. Historically the process of industrialization B. The industrial process was both cause and ef also set into motion several great social mo cities. C. Industrialization has provided jobs and new and wanted to improve their positions were D. With the growth of cities came slums with th mand for labor and immigration. Then came E. Industrial and commercial growth gave rise industrialization-urbanization syndrome has and posed many serious and dangerous proble
Each culture tends to view its physical habitat differently. A society's value system, goals, organization, and level of technology determines which elements of the land are prized and utilized.	Habitat and its significance	A. Man affects and is affected by his natural en B. Habitat is the resource base of man's society C. Water in the form of oceans, rivers, and lak agriculture, communication, transportation, D. Landforms influence climate and the provisio E. Climate influences ways of living. F. Habitat tends to direct man until he accepts G. International problems are often caused by g H. Rituals, ceremonies, and superstition of vari
	Interaction	A. Individuals enter into relationships with a gr B. Within a social system the interaction of indi C. Two general types of interaction are competi D. The basis of all human interaction is found in

SUB-CONCEPTS

lly the process of industrialization is a product of technical advance.
trial process was both cause and effect. It was a product of science and a new commercial age, but it
nto motion several great social movements such as the movement of population from the farms to the

ization has provided jobs and new ways of acquiring wealth. Hence, people who lived from the soil
ed to improve their positions were drawn to the center of the industrial complex.

growth of cities came slums with their multitude of social problems. Job opportunities brought a de-
labor and immigration. Then came migration with its uprooting of traditional ties.
and commercial growth gave rise to trusts, monopolies, social unrest, and class hatred. Thus, the
ization-urbanization syndrome has given both hope and despair to mankind. It has offered great hope
d many serious and dangerous problems.

cts and is affected by his natural environment.
s the resource base of man's society.
the form of oceans, rivers, and lakes covers three-fourths of the earth's surface influencing climate,
re, communication, transportation, and trade.
s influence climate and the provision of food, shelter, and clothing.
nfluences ways of living.
ends to direct man until he accepts or alters it.
onal problems are often caused by geographic conditions.
ceremonies, and superstition of various people may be related to their physical environment.

ls enter into relationships with a great number of individuals and groups.
social system the interaction of individuals and groups follows a certain form.
eral types of interaction are competition and cooperation.
of all human interaction is found in social systems.

BEHAVIORAL OBJECTIVES

A. The student will write an essay explaining the effect of the process of industrialization on the migra
B. The student will explain how the growth of the gaming industry and the Henderson Industrial Park le
C. The student will write a paragraph(s) explaining why he feels a large segment of Las Vegas popula
D. The student will define migration and relate it to reasons for movement within the United States to
E. The student, in an oral discussion, will offer logical opinions as to the position of Indian and black

A. The student will, in writing, explain how the Nevadans have altered and been altered by their natu
B. The student, in an oral report, will tell how people of a given area have made use of natural resou
C. The student will, in writing, cite facts indicating ways in which water influences the climate, agri
D. The student will, in writing, show how climate, food, and shelter in the Sahara Desert has been inf
E. The student will state in an oral discussion the influence of climate on the residents of the Sahara D
F. The student will, in writing, tell how the residents have altered certain aspects of their habitat sin
G. The student will enumerate items of controversy between Egypt and Israel over the use of the Suez
H. The student will describe in writing how the physical environment has influenced rituals and superst

A. The student, in a written response, will express his views as to how life in the United States has bee
B. The student will make a list showing the organizational structure of the family in the Fanti tribes.
C. The student, in an oral discussion, will state facts about how the tribes in West Africa cooperated
wants.
D. The student, in a small group discussion, will explain two instances in which interaction took place
present educational system of Africa.

BEHAVIORAL OBJECTIVES

t of the process of industrialization on the migration from farm to city in the United States over past years.
ng industry and the Henderson Industrial Park led to the mass movement of people from other areas to Nevada.
y he feels a large segment of Las Vegas population is attracted to this area.
asons for movement within the United States to the hot-dry lands, and hot-wet lands.
opinions as to the position of Indian and black ghetto areas within Las Vegas.

dans have altered and been altered by their natural environment.
of a given area have made use of natural resources and habitat to improve their lives.
ays in which water influences the climate, agriculture, and trade of an area.
od, and shelter in the Sahara Desert has been influenced by the landforms of the region.
ence of climate on the residents of the Sahara Desert and of Nigeria.
have altered certain aspects of their habitat since their having had contact with Western culture.
ween Egypt and Israel over the use of the Suez Canal.
l environment has influenced rituals and superstition among the primitive people.

views as to how life in the United States has been influenced by immigrants.
onal structure of the family in the Fanti tribes.
about how the tribes in West Africa cooperated with each other in an effort to provide for their needs and

in two instances in which interaction took place between the Fanti and Ashanti tribes and influenced the

GENERALIZATION	CONCEPTS	
	Social change	A. Change is a neutral process; it may progress B. Some societies change at a more rapid rate C. There are many causes for social change suc 1. Contact between cultures. 2. The interaction of new ideas or materia 3. The development of modern means of co 4. Innovation as means of meeting the cha
	Empathy	A. Empathy is the concept of demonstrating the that are identical with or similar to the resp B. Empathy is a basic function in society in rel C. The ability to exert empathy depends on the to understand a person or a problem.
The character of a place is the product of the past as well as an interim phase in an ever changing existence.	Historical method and point of view	A. History is a process; a continuing developme B. Every citizen who seeks an explanation for C. A historian is an observer who stands "amid him and that his particular place in time an coloring and molding his thinking through m D. All previous observers have received past ev interpretations of events have been passed o of other time and space coordinates. E. A competent citizen should recognize that observer and that he is himself reinterpreting position in time and space. F. A student understanding these problems of a selectivity of facts. He can learn respect fo becoming a skeptic or cynic. The student sh past evidence, noting the certitude of one g G. A healthy respect for chronology will develo H. Historical method is recognizing and dealing selection of facts, evaluation of facts, inter

SUB-CONCEPTS

ge is a neutral process; it may progress or decline.
societies change at a more rapid rate of progress than others.
are many causes for social change such as the following:
Contact between cultures.
The interaction of new ideas or materials within a culture.
The development of modern means of communication and transportation.
Innovation as means of meeting the challenge of social, economic, and political problems.

thy is the concept of demonstrating the ability to understand others through one's self-responses
are identical with or similar to the responses of others.
thy is a basic function in society in relation to sharing the attitudes and behavior of others.
bility to exert empathy depends on the amount of knowledge and experience one has when attempting
derstand a person or a problem.

ry is a process; a continuing development involving constant change.
citizen who seeks an explanation for any event should be made to understand he has a "point of view."
torian is an observer who stands "amid the process." This observer must realize events are flowing by
nd that his particular place in time and space (his community, profession, church, school) are
ing and molding his thinking through moral pressure, stereotypes, and other current influences.
revious observers have received past events from other points of view in time and space. Their
pretations of events have been passed on to the current observer colored and molded by the influence
her time and space coordinates.
mpetent citizen should recognize that all evidence passed on to him is an interpretation by an earlier
ver and that he is himself reinterpreting an interpretation limited and prejudiced as he is by his own
on in time and space.
dent understanding these problems of a continually changing process can be taught something of
tivity of facts. He can learn respect for all evidence and the need to doubt all evidence without
ming a skeptic or cynic. The student should become aware of the need for continual reevaluation of
evidence, noting the certitude of one generation often is labeled fallacious by the next.
althy respect for chronology will develop better understanding of the relationships of cause and effect.
rical method is recognizing and dealing with evidence, epistemology, thesis, hypothesis, point of view,
tion of facts, evaluation of facts, interpretation, chronology, and casual relationships.

BEHAVIORAL OBJECTIVES

A. The student in an oral presentation will compare and/or contrast early day transportation in Nevada
include railroads, highways, and airlines and comment on the effects of these on the economic and s
B. The student will be able to outline in chronological order the events in the development of Nevada
increase and gaming.
C. The student will describe how inventions in communication and transportation such as the telephone

A. The student will write a paper about the Jesuit Priests, or George Campbell and George Kipp who
they exhibited empathy toward the Indians.
B. The student will choose and describe in writing some incident or experience of which he has persona
empathy.
C. The student will orally cite two examples or occasions of his having had some contact with other eth
behavior.

A. The student will write his opinions about the influence of the Civil War on the progress of Nevada f
B. The student will make a list of the members of two main factions of power, e.g., the Comstock Lod
C. The student will be able to explain in writing the theory that at one time Nevada was covered by a
imbedded shells.
D. The student will write an essay on the hardships and tragedies associated with early pioneers who str
Mountains during the months of snow and cold weather.
E. The student will write a biographical sketch of one of the early settlers who figured prominently in
Comstock.
F. The student, as a history selection writer, will record the events, incidents, and episodes about one
Ophir.
G. The student, from a given list of places (towns and cities) in Nevada, will rearrange them in chronolog
H. The student in an oral discussion will state his opinions about the fund-raising activity practiced duri
and its relation to such activities today.

BEHAVIORAL OBJECTIVES

ontrast early day transportation in Nevada with that of the present time. The student will
the effects of these on the economic and social life of Nevada.
the events in the development of Nevada from statehood to the present pertaining to population

n and transportation such as the telephone and railroad helped in the early development of Nevada.

George Campbell and George Kipp who were tribal superintendents, and explain ways in which

dent or experience of which he has personal knowledge that exemplifies the importance of one having

his having had some contact with other ethnic groups that led him to a better understanding of human

the Civil War on the progress of Nevada from territory to statehood.
ctions of power, e.g., the Comstock Lode, the Bonanza Firm, and the Bank Crowd.
hat at one time Nevada was covered by a great sea, e.g., water cut marks on mountain sides, fossils, and

dies associated with early pioneers who struggled in the vastness of Nevada's Sierra Nevada

e early settlers who figured prominently in the history of the State of Nevada, e. g., Butler, Sutro, or

events, incidents, and episodes about one of Nevada's mining towns, e.g., Rhyolite, Manhattan, or

in Nevada, will rearrange them in chronological order in which they were founded or established.
out the fund-raising activity practiced during the Civil War of selling a sack of flour over and over

SUGGESTED MULTIMEDIA FOR GEOGRAPHY--LEVEL 4

STANDARD FOCAL REFERENCE GUIDES (1 per 6 students)

Hammond
  My State (Nevada)

Laidlaw
  Regions and Social Needs

CONCEPT PENETRATION SOURCES (For Hot Dry Regions)

Allyn and Bacon
  A Journey Through Many Lands

Ginn
  At Home Around the World

Harcourt, Brace, and World
  The World Around Us

Harper and Row
  Today's Basic Science

Holt, Rinehart and Winston
  Around the Earth

Macmillan
  Living In Our Country and Other Lands

Pantheon
  My Village (Series)

Silver Burdett
  Our Big World

CONCEPT PENETRATI

Allyn and Bacon
  A Journey Throug

Ginn
  At Home Around

Harcourt, Brace, and
  The World Aroun

Holt, Rinehart, and W
  Around the Earth

Houghton Mifflin
  Citizens All

Macmillan
  Living in Our Co

Pantheon
  My Village (Ser

Silver Burdett
  Our Big World

CONCEPT PENETRATI

Childrens Press
  Enrichment of A
  Nevada
  History of Nevad
  Century in Mead
  Nevada America
  Nevada Govern

SUGGESTED MULTIMEDIA FOR GEOGRAPHY--LEVEL 4

(1 per 6 students)

(For Hot Dry Regions)

nds

CONCEPT PENETRATION SOURCES (For Hot Wet Regions)

Allyn and Bacon
    A Journey Through Many Lands

Ginn
    At Home Around the World

Harcourt, Brace, and World
    The World Around Us

Holt, Rinehart, and Winston
    Around the Earth

Houghton Mifflin
    Citizens All

Macmillan
    Living in Our Country and Other Lands

Pantheon
    My Village (Series)

Silver Burdett
    Our Big World

CONCEPT PENETRATION SOURCES (For Nevada)

Childrens Press
    Enrichment of America-Nevada
    Nevada
    History of Nevada
    Century in Meadow Valley
    Nevada American Guides Series
    Nevada Government

CONCEPT PENETRATION SOURCES (For Geography)

Allyn and Bacon
    Understand Maps

Crofts
    Child's Geography of the World

Evans
    Why We Live Where We Live

Follett
    Study Lessons in Map Reading

Little Publisher's
    Map Making: The Art That Became a Science

McGraw - Hill
    Reading Latitude From Maps
    Reading Longitude From Maps

Sullivan
    Sullivan Program Geography I, II, III

Weekly Reader
    Map Making
    Map Skills for Today
    Developing Table and Graph Skills

FILMSTRIPS (For Hot Dry Regions)

Eye Gate
    Deserts
    The Desert (Super 8 loops)

ES (For Geography)

ld

came a Science

, II, III

Skills

egions)

FILMSTRIPS (For Hot ~~Wet~~ Regions)

Eye Gate
- Life in Tropical Rain Forest
- Tropical Rainforest (loop)
- Pressure and Winds of Monsoon (loop)

FILMSTRIPS AND SLIDES (For Geography)

Colonial Films
- South America
- Asia
- Europe
- Africa
- Antarctica
- Oceania - Australia
- North America

Encyclopaedia Britannica
- Maps and How to Use Them
- People and Places in the Eastern Hemisphere

Filmstrip House
- Our Geography

McGraw - Hill
- Maps and Globes, Set I and 2

TRANSPARENCIES (For Geography)

Instructo
- Maps of the U.S.
- U.S. Maps - 850A
- Map Reading - 851B

Time Zones - 848-I
U.S. Maps and Map Reading - A
Map Reading - B

Popular Science
Maps of the U.S.
World Geography

MAPS, GLOBES, ATLASES (For Geography)

Hammond
My First World Atlas
Intermediate World Atlas

Nystrom
Map Symbols and Geographic Terms

Rand McNally
Classroom Atlas

TAPES AND FILM LOOPS

Eye Gate (8mm Film Loops -Super 8)
Tundra
The Desert
The Savanna
Latitude
The Movement of the Earth
Around the Sun

16mm FILMS (Owned by the District) (For Hot Dry Regions)

Clark County Media Operations
Life of Nomad People--Desert Dwellers F 5393
African Continent (Northern Region) F 1059

Life in a
The Nil
Its Pe
A Close
Oasis F
Arabian

16mm FILMS

Clark County
Life In H
Amazo
Tropical
A People
Life in H
African C
West Afri
East Afric
The Amaz

16mm FILMS

Clark County
Ghost To
Ghosts of
I Live on
Nevada a
Bonanza
Early Nev
Nevada:
The South
Far Weste
Southwest
A Close L
Pioneer B

Life in an Oasis--Northern Africa F5385
The Nile Valley and
Its People F 0843
A Close Look at Desert Animals F 5205
Oasis F 5034
Arabian Children F 0773

16mm FILMS (Owned by the District)
(For Hot Wet Regions)

Clark County Media Operations
Life In Hot Rain Forests--
Amazon Basin F0069
Tropical Rain Forest F 0350
A People Of The Congo- F0082
Life in Hot Wet Lands- The Congo Basin F5389
African Continent - Tropical Region F 1060
West Africa-Tropical Lowlands F1361
East Africa- Tropical Highlands F1356
The Amazon - Life Along the River in Brazil F 1468

16mm FILMS (Owned by the District)
(For Nevada)

Clark County Media Operations
Ghost Towns of Virginia City F 0760
Ghosts of the Golden West F 0201
I Live on the Mojave Desert F 1021
Nevada and It's Natural Resources F 0206
Bonanza F 1055
Early Nevada F 0203
Nevada: Land of Surprises F 0205
The Southwest - Land of Promise F 0967
Far Western States F 0045
Southwestern States F 0088
A Close Look at Desert Animals F5205
Pioneer Burro, The F 1054

5393
059

16mm FILMS (Owned by the District)
(For Geography)

Clark County Media Operations
- Homes Around the World- F 5109
- Map Skills- Using Different Maps Together- F5395
- Maps: Where Am I? - F 5516
- Maps Are Fun - F 0070
- Reading Maps - F0084
- The Language of Maps - F5075
- Making a Map - F0704
- Reading Weather Maps - F 1162

SUPPLEMENTARY

BOOKS

Field
- China Boy
- Stranger at Cherry Hill
- Chumash Boy
- The Magic Boy

Franklin
- Japan

Hammond
- Flags of American History

Holt, Rinehart and Winston
- American Biographies

Houghton Mifflin
- Proudly We Hail
- Blind Man Can
- What a Highway!

Pantheon
- My Village (Series)

rict)

109
Aaps Together- F5395

5

52

Prentice - Hall
People and Their Actions (Man in Action Series)

FILMSTRIPS

McGraw - Hill
The History of the American Negro Series

Schloat
Exploding the Myth of Prejudice

Society for Visual Education
Leading American Negroes

TRANSPARENCIES

Civic Education Service
Negro History

PICTURES

Silver Burdett
- Families Around the World
- Living in the United States
- Living in Kenya
- Living in France
- Living in Japan
- Living in Brazil
- The Earth, the Home of People
- Children of Australia and Pacific Islands
- Children of Africa

16mm FILMS (Owned by the District)

Clark County Media Operations
- Our Country's Song - F5420
- The Meaning of Patriotism - F1140
- What America Means to Me - F 1337

	GENERALIZATION	CONCEPTS	
HISTORY GEOGRAPHY POLITICAL SCIENCE SOCIOLOGY ECONOMICS ANTHROPOLOGY GEOGRAPHY Level 5 Vehicles Hawaii--Paradise of the Pacific Historical Geography of the United States Our Exploding Metropolises Alaska--The 49th State	Every region is an area homogeneous in terms of specific criteria chosen to delimit it from other regions. This delimitation is always based on an intellectual judgment.	Habitat and its significance	A. Man a B. Habita C. Water earth's tation, D. Landfo ing. E. Climat F. Habita G. Interna H. Rituals their p
		Geographical approach	A. In the things and ev B. Many earth. C. The dis the int ciated D. Geogra equally esses o E. Geogra from ph F. Groupi occur b
		Causation	A. There i B. Causati ing of C. Cause tion of the fac effects D. The fac basic t

N	CONCEPTS	SUB-CONCEPTS
	Habitat and its significance	A. Man affects and is affected by his natural environment. B. Habitat is the resource base of man's society. C. Water in the form of oceans, rivers, and lakes covers three-fourths of the earth's surface influencing climate, agriculture, communication, transportation, and trade. D. Landforms influence climate and the provision of food, shelter, and clothing. E. Climate influences ways of living. F. Habitat tends to direct man until he accepts or alters it. G. International problems are often caused by geographic conditions. H. Rituals, ceremonies, and superstition of various people may be related to their physical environment.
ea ho- f spe- to re- tion is ntel-	Geographical approach	A. In the field of geography, attention is focused on the areal association of things and events of unlike origin and on the interconnections among things and events that are thus associated. B. Many different kinds of processes of change are operating on the face of the earth. There are physical, biotic, economic, social, and political processes. C. The distinctive purpose of geographic study is to develop concepts regarding the interaction of things and events related to unlike processes that are associated with particular areas. D. Geography has examined the interaction between man and his habitat but equally significant are studies of the interaction among diverse cultural processes or among physical and biotic phenomena. E. Geography seeks understanding of the causes and consequences of differences from place to place on the earth. F. Grouping events and concepts together by the area on the globe in which they occur becomes an orderly principle by which to approach and analyze them.
	Causation	A. There is a relationship of cause and effect. B. Causation attempts to develop a method of thinking as well as an understanding of causes and effects around us. C. Cause and effect have the character of multiplicity. (This means that operation of cause and effect can be understood only if they know enough about the factors involved in the causal chain. A single act may bring about several effects that seemingly become more isolated as the series of effects expands). D. The fact that events do not just happen but that they are caused appears to be basic to a grasp of the course and meaning of all social action.

BEHAVIORAL OBJECTIVES

A. The student will explain in oral discussion the problems surrounding the seal population of th
problems and what decisions and agreements were made about them.
B. The student will orally or in writing state the ways the inland passage to Alaska serves the n
C. The student will list Alaska's largest cities and cite some factors influencing their growth an
D. The student will pretend he is a resident of Alaska and choose an occupation for himself in t
E. The student will compare the climate and economic base of Ketchikan and Fairbanks, indica
F. The student in an oral discussion will explain ways in which the people of Hawaii have alter
alterations have been on the plus side or minus side.
G. The student will select media and gather facts about the geographical aspects and significan
States and Japan might occasionally clash in their interests, needs, concerns and uses of the
H. The student in a study team will do research on the significance of figures and idols as they
sketches of the figures/idols.

A. The student will name five common problems the five largest metropolitan areas in the Unite
B. The student will point out places that are important for fishing, whaling, and the hunting of
C. The student will draw a section of a map showing the location of Alaska's Matanuska Valley
ment of the area.
D. The student will describe in writing the step-by-step processes involved in Hawaii's pineapp
E. The student will state in a discussion ways in which the problem of population pressure, resu
F. The student will label the five largest cities on a blank map of the United States.

A. The student will write a paper stating his views and opinions as to the cause and effects of s
B. The student will identify the problem, event, or circumstance that he will select according
vegetation—the effects are poor land and flood conditions.
C. The student will choose a historical event that exemplifies the statement "a single act may b
for his event.
D. The student will state the events and circumstances that constituted certain causes that led t

BEHAVIORAL OBJECTIVES

urrounding the seal population of the Pribilof Islands. He will include countries involved in these
bout them.
land passage to Alaska serves the needs of the people and describe ways they have found to make use of it.
factors influencing their growth and importance.
hoose an occupation for himself in that state giving reasons for the choice made.
of Ketchikan and Fairbanks, indicating his views as to the potential growth and economic importance of each.
ich the people of Hawaii have altered their environment and argue the pros and cons as to whether these

geographical aspects and significance of the Bering Sea and give his opinions as to how and why the United
sts, needs, concerns and uses of the area.
ficance of figures and idols as they relate to the myths and rituals of the natives of a given area and draw

gest metropolitan areas in the United States share.
ishing, whaling, and the hunting of fur seals on a given list of geographic locations.
cation of Alaska's Matanuska Valley and will write a news report about the history, settlement, and develop-

cesses involved in Hawaii's pineapple production.
problem of population pressure, resulting in blight and congestion in our cities, could be eased.
map of the United States.

ions as to the cause and effects of slum districts in our cities.
stance that he will select according to his interest and affinity, e.g., the cause of erosion is removal of
ons.
ies the statement "a single act may bring about several effects," and will chart the cause-effect relationship

constituted certain causes that led to far-reaching action by the inhabitants of the island of Tristan da Cunha.

GENERALIZATION	CONCEPTS	
The character of a place is the product of the past as well as an interim phase in an ever changing existence.	Culture	A. People are much alike in feelings and nee B. People in other lands have customs and tra C. People throughout the world today are stri the same time, making changes to improve D. Individuals and groups of individuals of di
	Institution	A. Every institution has special statutes and r B. The three primary institutions in American C. Institutions are creations that developed fr D. Every major institution must have organiza
	Dignity of man	A. Religions have developed a belief in the re B. All men are expected to respect the dignity C. Human dignity should imply to every citize D. Worth of an individual cannot be judged by
	Geographical approach	A. In the field of geography, attention is focus and on the interconnections among things a B. Many different kinds of processes of change economic, social, and political processes. C. The distinctive purpose of geographic study related to unlike processes that are associat D. Geography has examined the interaction be interaction among diverse cultural processes E. Geography seeks understanding of the cause F. Grouping events and concepts together by t principle by which to approach and analyze

SUB-CONCEPTS

le are much alike in feelings and needs, although they often differ in appearance, ideas, and customs.
le in other lands have customs and traditions that have been passed down to them.
le throughout the world today are striving to keep certain cultures and traditions that they value and at
ame time, making changes to improve their way of life.
iduals and groups of individuals of diverse background have contributed to our cultural heritage.

institution has special statutes and roles.
hree primary institutions in American society have different effects on individuals within the society.
utions are creations that developed from needs of human beings.
major institution must have organization and a code of norms and specifications.

ions have developed a belief in the reverence of human life.
en are expected to respect the dignity of all other men.
n dignity should imply to every citizen the worth of all individuals.
h of an individual cannot be judged by accomplishments or social position.

e field of geography, attention is focused on the areal association of things and events of unlike origin
n the interconnections among things and events that are thus associated.
different kinds of processes of change are operating on the face of the earth. There are physical, biotic,
omic, social, and political processes.
istinctive purpose of geographic study is to develop concepts regarding the interaction of things and events
ed to unlike processes that are associated with particular areas.
raphy has examined the interaction between man and his habitat but equally significant are studies of the
action among diverse cultural processes or among physical and biotic phenomena.
raphy seeks understanding of the causes and consequences of differences from place to place on the earth.
ping events and concepts together by the area on the globe in which they occur becomes an orderly
iple by which to approach and analyze them.

BEHAVIORAL OBJECTIVES

A. The student will in writing compare the culture of given groups living in Alaska, e.g., Eskimos, Al

B. The student will write a short essay explaining current customs and traditions in either Holland, Fran

C. The student will identify various regions in Colonial America from the standpoint of which European
settlements today.

D. The student will name at least three contributions received from the Apache Indians.

A. The student in a discussion group will compare the institutions of home, family, and school in Alask
of each on a ten year old.

B. The student will write a description of the mission schools in Alaska and explain what services they

C. The student will orally explain why in our society we respect and have empathy for all cultural grou

D. The student will make a list of rules followed by banks in the process of granting loans and extendin

A. The student will,in an oral presentation,tell what human dignity means to him and tell why it is sepa

B. The student,given a great work of art,will tell how it depicts a reverence for life and living, e.g.,

C. The student will name his own favorite art form and give reasons for his choice, e.g., poetry, music

D. The student will explain in one essay why no one places a value on human beings in terms of a price

A. The student will name five common problems the five largest metropolitan areas in the United States

B. The student will label the five largest cities on a blank map of the United States.

C. The student will explain how the recently completed St. Lawrence Seaway has increased the importa

D. The student will play the role of an American looking for a place to make a home and will choose an

E. The student will write his views on how the disappearance of the buffalo opened up the opportunity
of America during the 1800's.

F. The student will write how completion of the transcontinental railroad and subsequent feeder lines ai

BEHAVIORAL OBJECTIVES

iving in Alaska, e.g., Eskimos, Aleutian Indians.

d traditions in either Holland, France, England, or Scandanavia.

m the standpoint of which European ethnic groups settled there and contrast this to geographic

he Apache Indians.

home, family, and school in Alaska with those of Las Vegas and speculate on the probable effects

ska and explain what services they provide for the Indians there.

d have empathy for all cultural groups of men regardless of how different from us they may be.

cess of granting loans and extending credit and tell why he thinks these rules are necessary.

means to him and tell why it is separate and apart from the acomplishments of individuals.

everence for life and living, e.g., paintings by Michaelangelo.

for his choice, e.g., poetry, music, sculpture.

on human beings in terms of a price (dollars and cents).

ropolitan areas in the United States share.

e United States.

ce Seaway has increased the importance of certain cities of Canada and the United States.

e to make a home and will choose and name a place and give reasons for his selection.

buffalo opened up the opportunity for the establishment of the cattle business on the Great Plains

ilroad and subsequent feeder lines aided the growth and expansion of cattle raising on the open range.

GENERALIZATION	CONCEPTS	SU
The evolution of mankind from isolated, self-sufficient communities to an interdependent whole means ever more trade, migration, diffusion of ideas and practices, and greater importance of relative location of situation.	Industrialization-urbanization syndrome	A. Historically, the process of industrialization is a B. The industrial process was both cause and effect also set into motion several great social movemen C. Industrialization has provided jobs and new ways wanted to improve their positions were drawn to D. With the growth of cities came slums with their m for labor and immigration. Then came migration E. Industrial and commercial growth gave rise to tru dustrialization-urbanization syndrome has give b posed many serious and dangerous problems.
	Habitat and its significance	A. Man affects and is affected by his natural enviro B. Habitat is the resource base of man's society. C. Water in the form of oceans, rivers, and lakes c agriculture, communication, transportation, and D. Landforms influence climate and the provision of E. Climate influences ways of living. F. Habitat tends to direct man until he accepts or a G. International problems are often caused by geogr H. Rituals, ceremonies, and superstition of various
	Social change	A. Change is a neutral process; it may progress or de B. Some societies change at a more rapid rate of pro C. There are many causes for social change such as 1. Contact between cultures. 2. The interaction of new ideas or materials wit 3. The development of modern means of commun 4. Innovation as means of meeting the challenge
	Interaction	A. Individuals enter into relationships with a great B. Within a social system the interaction of individu C. Two general types of interaction are competition

SUB-CONCEPTS

prically,the process of industrialization is a product of technical advance.
industrial process was both cause and effect. It was a product of science and a new commercial age, but it
set into motion several great social movements such as the movement of population from the farms to the cities.
strialization has provided jobs and new ways of acquiring wealth. Hence, people who lived from the soil and
ed to improve their positions were drawn to the center of the industrial complex.
the growth of cities came slums with their multitude of social problems. Job opportunities brought a demand
abor and immigration. Then came migration with its uprooting of traditional ties.
strial and commercial growth gave rise to trusts, monopolies, social unrest, and class hatred. Thus the in-
ialization-urbanization syndrome has give both hope and despair to mankind. It has offered great hope and
d many serious and dangerous problems.

affects and is affected by his natural environment.
itat is the resource base of man's society.
er in the form of oceans, rivers, and lakes covers three-fourths of the earth's surface influencing climate,
culture, communication, transportation, and trade.
dforms influence climate and the provision of food, shelter, and clothing.
nate influences ways of living.
itat tends to direct man until he accepts or alters it.
rnational problems are often caused by geographic conditions.
als, ceremonies, and superstition of various people may be related to their physical environment.

nge is a neutral process; it may progress or decline.
e societies change at a more rapid rate of progress than others.
re are many causes for social change such as the following:
Contact between cultures.
The interaction of new ideas or materials within a culture.
The development of modem means of communication and transportation.
Innovation as means of meeting the challenge of social, economic, and political problems.

viduals enter into relationships with a great number of individuals and groups.
hin a social system the interaction of individuals and groups follows a certain form.
general types of interaction are competition and cooperation.

BEHAVIORAL OBJECTIVES

A. The student will prepare a graph indicating industrial and urban growth in America.
B. The student, working in a study team, will prepare a written report in which he will explain that ind
cause the other.
C. The student will plot the distribution of population before World War II on a blank map of the United
in the population.
D. The student will write his version about the types of people involved in the population shift and why
E. The student will write factors that have accompanied the process of industrialization in the United St
benefits brought by industrialization, (2) the problems created by industrialization.

A. The student will present all of the facts concerning the events and circumstances under which the Uni
B. The student will describe the story of the settlement of Matanuska and tell how the habitat affected t
C. The student will list the areas in Nevada where water pollution is a matter of concern.
D. The student will, in a group discussion, describe how the climate of Hawaii has influenced ways of livi
E. The student will research and collect materials depicting life in Hawaii as it is influenced by the pres
F. The student will list the way the early pioneers of America altered their environment to make it more
G. The student will state why France's ownership of the Great Mississippi River Valley (early 1800's) wa
H. The student will describe a ritual that the Pilgrims initiated as a result of the harsh physical environ

A. The student will orally compare the changes that have taken place in the north central region of the
region.
B. The student, in a written response, will explain how population density and urban expansion have broug
C. The student, in an oral discussion, will present his understanding of the effects of contact between cult
centers in the north central states.

A. The student will prepare a chart showing the countries, numbers of people, cultural connections, and
America.
B. The student will describe the form of the Hawaiian Luau ritual.
C. The student will, in a group discussion, tell how Las Vegas's Helldorado festivities exemplify cooperati

BEHAVIORAL OBJECTIVES

rowth in America.

rt in which he will explain that industrialization and urbanization are so interrelated that one can

Var II on a blank map of the United States and show which areas have been most affected by shifts

ved in the population shift and why they moved to the urban centers.

of industrialization in the United States and place these factors under the following headings: (1) the

industrialization.

d circumstances under which the United States acquired Alaska.

and tell how the habitat affected this settlement.

a matter of concern.

Hawaii has influenced ways of living on the islands, particulary in tourism and trade.

Hawaii as it is influenced by the present physical environment.

d their environment to make it more habitable.

ssippi River Valley (early 1800's) was a problem to our government.

result of the harsh physical environment they found in America.

e in the north central region of the United States with those that have occurred in the south central

nsity and urban expansion have brought into focus the need for more modern means of transportation.

the effects of contact between cultures and the interaction of new ideas within cultures on the urban

of people, cultural connections, and areas of settlement of all the cultures found in our society in

orado festivities exemplify cooperation in our community.

GENERALIZATION	CONCEPTS	S
	Comparative advantage	A. A nation, group, or individual must have long be aware of the advantages and disadvantages B. Compromise and adjustment are an important c the same.
	Input and output	A. Many individuals are producers of either goods B. All individuals are consumers; directly or indir C. For a stable economy, there must be a balance
Man's use of the land is seldom the result of any single physical factor. Rather, such utilization is determined by the interplay of a number of phenomena, both physical and cultural.	Causation	A. There is a relationship of cause and effect. B. Causation attempts to develop a method of thin C. Cause and effect have the character of multipli understood only if they know enough about the about several effects which seemingly become D. The fact that events do not just happen but tha meaning of all social action.

SUB-CONCEPTS

ɔn, group, or individual must have long-range goals for which to strive and in moving towards these goals, re of the advantages and disadvantages that develop along the way.

ɔmise and adjustment are an important consideration when advantages enjoyed by two opposing forces are ne.

ndividuals are producers of either goods or services.

dividuals are consumers; directly or indirectly they influence the production of items.

table economy, there must be a balance between production and consumption.

is a relationship of cause and effect.

ion attempts to develop a method of thinking as well as an understanding of causes and effects around us.

and effect have the character of multiplicity. (This means that operation of cause and effect can be tood only if they know enough about the factors involved in the causal chain. A single act may bring several effects which seemingly become more isolated as the series of effects expands.)

ct that events do not just happen but that they are caused appears to be basic to a grasp of the course and ng of all social action.

BEHAVIORAL OBJECTIVES

A. The student will write how the South has employed long-range goals in making changes in their farmi

B. The student will, in writing, tell how the high land owners of the South compromised and made certa of their large land parcels.

A. The student will explain the gross limitations of goods and services available to customers during the

B. The student will research conditions and circumstances that led to Ford Motor Company's design and reasons for the failure of this production.

C. The student will state the law of supply and demand and give an example.

A. The student will state five reasons why people in the south no longer clear timberlands for farming bu change the use of the land from farming to forestry.

B. The student will state the causes and effects of the great trek of the Mormons from points east to wha

C. The student will construct a simple flow chart showing the causes and events that led to the purchase

D. The student will distinguish between Alaska of 1867 and 1967 from the standpoint of land utilization

BEHAVIORAL OBJECTIVES

g-range goals in making changes in their farming economy.

ners of the South compromised and made certain adjustments--whereas the plantation owners made other uses

and services available to customers during the horse and buggy days.

that led to Ford Motor Company's design and production of a car called the Edsel and write a report giving

nd give an example.

outh no longer clear timberlands for farming but allow timber on the land to grow and why they have begun to

eat trek of the Mormons from points east to what is now the state of Utah.

the causes and events that led to the purchase of Alaska in 1867 and the many effects that have resulted.

nd 1967 from the standpoint of land utilization and its potential importance to the United States.

STANDARD FOCAL REFERENCE GUIDES

Suggested that one of the following be made available for each student

Benefic Press
  You and the United States

Ginn
  Your Country and Mine
  The United States and Canada
  Trails to Freedom

Harper and Row
  The Story of Our Country

Holt, Rinehart and Winston
  In the United States and Canada

Macmillan
  Living in the United States

CONCEPT PENETRATION SOURCES

Suggested that one each of the following be made available for each 15 students

Century
  Negro American Heritage

Children's Press
  Enchantment of America Series (50 books)
  Pictorial Encyclopedia of American History (17 volumes)
  America and its Indians
  The Americas - The United States and Its Possessions

D MULTI-MEDIA FOR GEOGRAPHY--LEVEL 5

nade available for

be made

oks)
istory (17 volumes)

Its Possessions

Fearon
- Alaska
- Hawaii: Its Living Resources
- Hawaii: Its Physical Aspects

Fideler
- American History and Culture
- Geography of the United States Series
  - The Northeast
  - The South
  - The Midwest
  - The West

Field Education
- Chumash Boy
- Minorities Series
  - Viking of the Plow
  - A Road for Rudi
  - The Magic Door
  - Stranger at Cherry Hill
  - China Boy
  - Kings Son

Follett
- Library of American Heroes

Franklin
- Westward the Nation
- Westward the Nation in Song, Dance, and Story

Ginn
- Trail Blazers of American History
- Fifteen Families

Harcourt, Brace, and World
    40 American Biographies

Holt, Rinehart, and Winston
    American Biographies

Laidlaw Brothers
    Great Names in American History

Macmillan
    Kiowa Years
    They Made America Great

SRA
    Our Working World - Cities at Work

Silver Burdett
    Adventures in American History

Wichita Eagle and Beacon
    Living Textbook

FILMSTRIPS

Bailey
    Great Explorers of America (5)
    Understanding Citizenship

Curriculum Materials
    How Geography Moved Civilization
    Spanish Explorers
    Western Pioneer Trails

Encyclopaedia Britannica
    Settling the New World

Eye Gate
    Regional Studies

    South
    Alask
    New
    North
    Middl
    Our S
    North
    Story

Filmstrip Hou
    People
    Regions

Learning Art
    Historic

RMI
    America

Society for V
    Geograp
    Leading
    Use and

Wasp
    Minoriti

TRANSPAREN

Allyn and Ba
    Alpha M

Learning Arts
    Series ts

- Southwestern States
- Alaska, Hawaii, Puerto Rico
- New England States
- North Central States
- Middle Atlantic States
- Our Southern States
- Northwest States
- Story of America's People

Filmstrip House
- People and Places (sound)
- Regions of the United States

Learning Arts
- Historical Portraits of the Black American (sound)

RMI
- American History

Society for Visual Education
- Geography of 50 States of America (18)
- Leading American Negroes
- Use and Display of the Flag

Wasp
- Minorities Have Made America Great

TRANSPARENCIES

Allyn and Bacon
- Alpha Map Transparencies

Learning Arts
- Series tss-3 United States Geography

MAPS AND ATLASES

- Denoyer - Geppert
  - See Catalog
- Ginn
  - Ginn World Atlas
- Hammond
  - My First World Atlas
- Nystrom
  - See Catalog

RECORDS

- Learning Arts
  - Teaching Children Values

TAPES

- Photo and Sound
  - Kentucky
  - Beginning Westward Movement
  - Settlement of Northwest Territory
  - Settlement of Florida
  - The Oregon Territory
  - The Louisiana Territory
  - Revolutionary War: West and South

KITS

- Bailey
  - Filmstrip and Record - Map and Artifacts

Hubbard
Elementary Land Form Models

Merrill
American History Time Line and Date Chart

Scholastic Books
Curriculum Units (Prejudice)

SRA
Basic Skill Series - Graph and Picture Study Skills Kit

FILMS

Coronet
North American Regions: Rocky Mountains
Lewis and Clark Journey
North American Regions: Pacific Coast
Boyhood of Abraham Lincoln
Boyhood of George Washington

McGraw - Hill
Change in the Western Mountains
Our Immigrant Heritage
Cortez and the Legend (1 and 2)
United States Becomes a World Power
Tippecanoe and Lyndon Too
History of the Negro in America I - II - III
Golden Twenties

HISTORY GEOGRAPHY POLITICAL SCIENCE SOCIOLOGY ECONOMICS ANTHROPOLOGY	GEOGRAPHY Level 6	GENERALIZATION	CONCEPTS	
	Vehicles Greece—Ancient and Modern The Union of Soviet Socialist Republics & the Two Chinas Japan Bolivia—The Land of the Crocodile Central Africa	The character of a place is the product of the past as well as an interim phase in an ever changing existence.	Conflict--its origin, expression, and resolution	A. Conflict is c and of civiliz B. Society is co than to minim existence, w help them to reality with C. This concept patterns of co viduals and th
			Social change	A. Change is a n B. Some societie C. There are man 1. Contact be 2. The interac 3. The develo 4. Innovation and politic
			Empathy	A. Empathy is the through one's responses of ot B. Empathy is a b and behavior o C. The ability to experience one

ATION	CONCEPTS	SUB-CONCEPTS
	Conflict--its origin, expression, and resolution	A. Conflict is characteristic of the growth and development of individuals and of civilization as a whole. B. Society is constantly pressured to respond to conflicting forces. Rather than to minimize conflict or shield young students from the fact of its existence, we should make them aware of the origins of conflict, and help them to develop healthy attitudes toward conflict as an aspect of reality with which they must learn to cope. C. This concept is developed to assist the student to acquire satisfactory patterns of conflict resolution, whether with classmates, between individuals and the state, or between nations to be used throughout life.
a place is the st as well as an n ever ce.	Social change	A. Change is a neutral process; it may progress or decline. B. Some societies change at a more rapid rate of progress than others. C. There are many causes for social change, such as the following: 1. Contact between cultures. 2. The interaction of new ideas or materials within a culture. 3. The development of modern means of communication and transportation. 4. Innovation as means of meeting the challenge of social, economic, and political problems.
	Empathy	A. Empathy is the concept of demonstrating ability to understand others through one's self-responses that are identical with or similar to the responses of others. B. Empathy is a basic function in society in relation to sharing the attitudes and behavior of others. C. The ability to exert empathy depends on the amount of knowledge and experience one has when attempting to understand a person or a problem.

BEHAVIORAL OBJECTIVES

A. The student will be able to cite the events and/or incidents involved in the conflict between King

B. The student will be able to discuss the arguments used by the military regime in justifying their ac

C. The student will state his own preference of whether he would rather live in Greece as it was in an

A. The student will name three causes of the decline of Ancient Greece and three problems occurring

B. The student will write an essay comparing the progress of early Greek culture with today's Greek c Greek political structure.

C. The student will assume the role of a newspaper editor and write an editorial deploring the rise of by the Western world as the cradle of democracy and culture.

A. The student, working in a study team, will research the ways llamas and camels are used as beasts of contrasts related to this use.

B. The student will put himself in the role of a Chinese and will give an explanation of why many Chi gauze covering over mouth and nose, the wide brimmed hat, and loose fitting pajama like garment

C. The student, working in a team, will research Russian everyday habits of eating and drinking and wri America's custom of having a cup of coffee (Samovar).

BEHAVIORAL OBJECTIVES

dents involved in the conflict between King Constantine and the Greek military junta.

by the military regime in justifying their actions in taking over Greece.

e would rather live in Greece as it was in ancient times or as it is today and give reasons for his choice.

ncient Greece and three problems occurring there today.

of early Greek culture with today's Greek culture in terms of social changes. He will do the same with

and write an editorial deploring the rise of military rule in the country of Greece, a country eulogized
ulture.

ways llamas and camels are used as beasts of burden and give an oral report stating the similarities and

nd will give an explanation of why many Chinese wear certain items of their costume or attire, e.g., cotton
d hat, and loose fitting pajama like garments.

eryday habits of eating and drinking and write a description or an account of the Russian equivalent of
).

GENERALIZATION	CONCEPTS	
The character of a place is the product of the past as well as an interim phase in an ever changing existence.	Historical method and point of view	A. History is a process-- a continuing develop
		B. Every citizen who seeks an explanation for
		C. A historian is an observer who stands "amid him and that his particular place in time an and molding his thinking through moral pres
		D. All previous observers have received past e pretations of events have been passed on to time and space coordinates.
		E. A competent citizen should recognize that observer and that he is himself reinterpretin position in time and space.
		F. A student understanding these problems of a of facts. He can learn respect for all evide skeptic or cynic. The student should becom noting the certitude of one generation ofte
		G. A healthy respect for chronology will devel
		H. Historical method is recognizing and dealin selection of facts, evlauations of facts, int

SUB-CONCEPTS

is a process-- a continuing development involving constant change.

itizen who seeks an explanation for any event should be made to understand he has a "point of view."

rian is an observer who stands "amid the process." This observer must realize events are flowing by d that his particular place in time and space (his community, profession, church, school) are coloring lding his thinking through moral pressure, stereotypes, and other current influences.

vious observers have received past events from other points of view in time and space. Their interons of events have been passed on to the current observer colored and molded by the influence of other d space coordinates.

etent citizen should recognize that all evidence passed on to him is an interpretation by an earlier r and that he is himself reinterpreting an interpretation limited and prejudiced as he is by his own n in time and space.

ent understanding these problems of a continually changing process can be taught something of selectivity s. He can learn respect for all evidence and the need to doubt all evidence without becoming a or cynic. The student should become aware of the need for continual reevaluation of past evidence, the certitude of one generation often is labeled fallacious by the next.

thy respect for chronology will develop better understanding of the relationships of cause and effect.

cal method is recognizing and dealing with evidence, epistemology, thesis, hypothesis, point of view, on of facts, evlauations of facts, interpretation, chronology, and causal relationships.

BEHAVIORAL OBJECTIVES

A. The student, using a resource map of Russia and acting as a newspaperman, will write a commentary o
Russia's important industrial cities.

B. The student, studying a map, will orally present his own point of view as to how much of Russia's vast

C. The student will assume the role of a writer of history and choose some incident, event, or proposal o
the benefit of posterity, e.g., the negative income tax proposal, the 1968 Presidential campaign, th
Japan.

D. The student will compare two different articles dealing with the Boxer Rebellion, list the differences
reasons for these differences.

E. The student will be able to name the major kinds of sports that are popular in modern Japan and expla
reputation as being a "hermit nation."

F. The student will be able to present arguments along with evidence for both the pro and con side of th
in America.

G. The student, given certain events and/or episodes from history, will place them on a list in chronologic
Manchuria, overthrow of the Russian Czar.

H. The student will be able to identify sources of information that would be useful in searching out histor
Record, private papers, and journals.

BEHAVIORAL OBJECTIVES

ewspaperman, will write a commentary on the growth and development of Magnitogorsk as one of

of view as to how much of Russia's vast territory is productive, usable, valuable, and/or desirable.

oose some incident, event, or proposal of special interest to him and write his account of this for
osal, the 1968 Presidential campaign, the space voyage of Apollo 10, and modern railroads of

the Boxer Rebellion, list the differences he finds in the two interpretations, and supply his own

at are popular in modern Japan and explain how the information compares to Japan's one-time

idence for both the pro and con side of the idea that a "generation gap" is is not a new development

,will place them on a list in chronological order,e.g., the Boxer Rebellion, Japanese invasion of

at would be useful in searching out historical facts,e.g., alamanacs, newspaper files, the Congressional

GENERALIZATION	CONCEPTS	
Man's use of the land is seldom the result of any single physical factor. Rather, such utilization is determined by the interplay of a number of phenomena, both physical and cultural.	Industrialization-urbanization syndrome	A. Historically the process of industrialization B. The industrial process is both cause and eff it also set into motion several great social cities. C. Industrialization has provided jobs and new and wanted to improve their positions were D. With the growth of cities came slums with t demand for labor and immigration. Then ca E. Industrial and commercial growth gave rise industrialization-urbanization syndrome has and posed many serious and dangerous prob
	Scarcity	A. A person's/nation's wants are almost endles B. Needs are different from wants in that a pe C. There are definite limits as to the productio up with people's needs and wants.
	Causation	A. There is a relationship of cause and effect. B. Causation attempts to develop a method of C. Cause and effect have the character of mult understood only if they know enough about about several effects which seemingly becom D. The fact that events do not just happen but and meaning of all social action.

SUB-CONCEPTS

the process of industrialization is a product of technical advance.

al process is both cause and effect. It was a product of science and a new commercial age, but
nto motion several great social movements such as the movement of population from the farms to the

ation has provided jobs and new ways of acquiring wealth; hence, people who lived from the soil
to improve their positions were drawn to the center of the industrial complex.

owth of cities came slums with their multitude of social problems. Job opportunities brought a
labor and immigration. Then came migration with its uprooting of traditional ties.

nd commercial growth gave rise to trusts, monopolies, social unrest, and class hatred. Thus the
ation-urbanization syndrome has given both hope and despair to mankind. It has offered great hope
any serious and dangerous problems.

nation's wants are almost endless; thus, a priority of wants must be established.

ifferent from wants in that a person's needs must be met in order to survive.

efinite limits as to the production of any given items. Many times production is unable to keep
ple's needs and wants.

elationship of cause and effect.

ttempts to develop a method of thinking as well as an understanding of causes and effects around us.

ffect have the character of multiplicity. (This means that operation of cause and effect can be
only if they know enough about the factors involved in the causal chain. A single act may bring
al effects which seemingly become more isolated as the series of effects expands.)

at events do not just happen but that they are caused appears to be basic to a grasp of the course
g of all social action.

BEHAVIORAL OBJECTIVES

A. The student will chronologically trace the development of industry in Russia from the revolution in

. The student will label a map of Russia showing the three largest cities and tell why he thinks the ci

C. The student will describe the problems of highway construction in the interest of good transportatio

D. The student will be able to describe the problems that grew out of Red China's young people's recen
did to solve them.

E. The student will make a list of problems related to Japan's large population, birth rate, overcrowde

A. The student will be able to state reasons along with evidence of why Japan would be more able to s

B. The student will make a list of the ways of making a living in Bolivia and state whether or not there
people's needs.

C. The student will select some examples of nations that have limited resources but unlimited wants and

A. The student will be able to give a logical explanation of the causes of floods and suggest means of c

B. The student,working in a study team,will gather facts about the effects of riots and write his finding

C. The student will assume the role of a reporter and write a report for publication describing the even
effects.

D. The student will be able to list some causes and effects of slums and ghettos in our cities and sugges

BEHAVIORAL OBJECTIVES

ent of industry in Russia from the revolution in 1917 until the present.

ree largest cities and tell why he thinks the cities developed where they did.

nstruction in the interest of good transportation between cities and farms in Russia.

t grew out of Red China's young people's recent move to the large cities and tell what the Chinese government

pan's large population, birth rate, overcrowded cities, and other categories that he may select.

evidence of why Japan would be more able to supply the wants of its people than would Bolivia.

living in Bolivia and state whether or not there seem to be enough ways of making a living to supply the

have limited resources but unlimited wants and cite facts to support the statements.

n of the causes of floods and suggest means of controlling them.

about the effects of riots and write his findings in an essay on that subject.

ite a report for publication describing the events and incidents leading up to off-shore oil drilling and its

ts of slums and ghettos in our cities and suggest remedial steps that might be taken to remedy these conditions.

GENERALIZATION	CONCEPTS	
The evolution of mankind from isolated, self-sufficient communities to an interdependent whole means ever more trade, migration, diffusion of ideas and practices, and greater importance of relative location or situation.	Comparative advantage	A. A nation, group, or individual must have goals, be aware of the advantages and disa B. Compromise and adjustment are an importa the same.
	Input and output	A. Many individuals are producers of either go B. All individuals are consumers; directly or i C. For a stable economy there must be a balan
	Social control	A. There are many types of authority that act a B. There is a need and existence of social cont
	Geographical approach	A. In the field of geography, attention is focus and on the interconnections among things an B. Many different kinds of processes of change economic, social, and political processes. C. The distinctive purpose of geographic study related to unlike processes that are associate D. Geography has examined the interaction be interaction among diverse cultural processes E. Geography seeks understanding of the cause F. Grouping events and concepts together by th principle by which to approach and analyze

SUB-CONCEPTS

group, or individual must have long-range goals for which to strive, and in moving towards these ware of the advantages and disadvantages that develop along the way.

e and adjustment are an important consideration when advantages enjoyed by two opposing forces are

iduals are producers of either goods or services.

uals are consumers; directly or indirectly they influence the production of items.

e economy there must be a balance between production and consumption.

any types of authority that act as means of social control.

need and existence of social control at all levels of society.

of geography, attention is focused on the areal association of things and events of unlike origin interconnections among things and events that are thus associated.

rent kinds of processes of change are operating on the face of the earth. There are physical, biotic, social, and political processes.

tive purpose of geographic study is to develop concepts regarding the interaction of things and events nlike processes that are associated with particular areas.

has examined the interaction between man and his habitat but equally significant are studies of the among diverse cultural processes or among physical and biotic phenomena.

seeks understanding of the causes and consequences of differences from place to place on the earth.

vents and concepts together by the area on the globe in which they occur becomes an orderly y which to approach and analyze them.

BEHAVIORAL OBJECTIVES

A. The student will state the advantages of water transportation and the disadvantages for a given situat
in the region of Sault Ste. Marie and Lake Superior.

B. The student will explain the advantages to both the United States and Britain as a result of the Britis
49th parallel instead of the 54th parallel.

A. The student will act as a businessman who is contemplating a new business enterprise that will engag
kind of business in which he will engage, giving reasons for his choice in a written report.

B. The student will explain orally in his own words what is meant by the law of supply and demand.

C. The student will explain and cite examples of what happens to economics in a climate of over produc

A. Social control is exerted in a variety of ways by a number of agencies. The student will be able to
influence behavior in such a way as to exercise some degree of control.

B. The student will be able to describe the recent college disorders and suggest ways of controlling ther

A. The student will explain the importance of one canal built in the United States in the 1800's during

B. The student will draw a map of Central Africa noting major rivers and centers of population and show

C. The student will identify limits of territorial waters claimed by various countries of his choice and ex

D. The student will explain why the Gulf of Aqaba is of vital importance to Israel. Student may use a

E. The student will describe the social, economic, and political problems facing Central Africa in toda

F. The student will list five similarities in the culture of the forest Indians of early America and the pla

BEHAVIORAL OBJECTIVES

tion and the disadvantages for a given situation, e.g., shipping iron ore by barge from the iron fields

ed States and Britain as a result of the British agreement to set America's northwestern boundary at the

ng a new business enterprise that will engage in production of either goods or services and choose the
for his choice in a written report.

meant by the law of supply and demand.

ens to economics in a climate of over production.

er of agencies. The student will be able to describe ways in which newspapers and television stations
gree of control.

isorders and suggest ways of controlling them.

ilt in the United States in the 1800's during its early days and its importance today.

jor rivers and centers of population and show their relative position to the resources of this area.

med by various countries of his choice and explain the rationale used by them to support their claim.

al importance to Israel. Student may use a map of the area for this exercise.

itical problems facing Central Africa in today's world because of her late industrial development.

e forest Indians of early America and the plains Indians of the Expansion Nationalist Period.

GENERALIZATION	CONCEPTS	SUB-
Each culture tends to view its physical habitat differently. A society's value system, goals, organization, and level of technology determine which elements of the land are prized and utilized.	Habitat and its significance	A. Man affects and is affected by his natural environm
		B. Habitat is the resource base of man's society.
		C. Water in the form of oceans, rivers, and lakes cove agriculture, communication, transportation, and tra
		D. Landforms influence climate and the provision of fo
		E. Climate influences ways of living.
		F. Habitat tends to direct man until he accepts or alte
		G. International problems are often caused by geograp
		H. Rituals, ceremonies, and superstitions of various pe
	Empathy	A. Empathy is the concept of demonstrating the ability identical with or similar to the responses of others.
		B. Empathy is a basic function in society in relation t
		C. The ability to exert empathy depends on the amoun to understand a person or a problem.
	Causation	A. There is a relationship of cause and effect.
		B. Causation attempts to develop a method of thinking
		C. Cause and effect have the character of multiplicity understood only if they know enough about the fac about several effects which seemingly become more
		D. The fact that events do not just happen but that the and meaning of all social action.

SUB-CONCEPTS

ffects and is affected by his natural environment.

at is the resource base of man's society.

in the form of oceans, rivers, and lakes covers three-fourths of the earth's surface influencing climate, lture, communication, transportation, and trade.

orms influence climate and the provision of food, shelter, and clothing.

te influences ways of living.

at tends to direct man until he accepts or alters it.

ational problems are often caused by geographic conditions.

s, ceremonies, and superstitions of various people may be related to their physical environment.

thy is the concept of demonstrating the ability to understand others through one's self-responses that are ical with or similar to the responses of others.

thy is a basic function in society in relation to sharing the attitudes and behavior of others.

bility to exert empathy depends on the amount of knowledge and experience one has when attempting derstand a person or a problem.

is a relationship of cause and effect.

tion attempts to develop a method of thinking as well as an understanding of causes and effects around us.

and effect have the character of multiplicity. (This means that operation of cause and effect can be stood only if they know enough about the factors involved in the causal chain. A single act may bring several effects which seemingly become more isolated as the series of effect expands.)

act that events do not just happen but that they are caused appears to be basic to a grasp of the course neaning of all social action.

BEHAVIORAL OBJECTIVES

A. The student will state his opinions about how helpful and beneficial contour plowing is for the fa

B. The student will draw a sketch of the kind of shelter he would build for himself in a windy clima

C. The student will state examples and explanations of ways man has modified the stream and waters

D. The student will be able to describe how the Japanese provide food, shelter, and clothing for the

E. The student will describe at least three occupations the Japanese have turned to because of the s

F. The student will describe the causes of the "dustbowl" of the American plains and tell what steps

G. The student will be able to explain the latest proposals of the United States concerning the opera

H. The student will write an essay describing some taboo, ritual, ceremony, superstition, or fetish p
physical environment of the area.

A. The student, given pictures of people in different types of clothing, will describe orally how the pe

B. The student will act as one who has been chosen as a foreign exchange student, write a paper ab
wanting to reside there for awhile.

C. The student will state the pros and cons of the Peace Corps program, giving his opinions about ho
for which it was organized.

A. The student will be able to give a logical explanation of the causes of floods and suggest means

B. The student will write an essay about the effects of riots.

C. The student will research the events and incidents leading up to off-shore oil drilling and write
and submit his findings for publication.

D. The student will be able to discuss the causes and effects of slums and ghettos in our cities and su

BEHAVIORAL OBJECTIVES

nd beneficial contour plowing is for the farmers and for others.

e would build for himself in a windy climate.

ys man has modified the stream and watershed of the Tennessee River to improve the region.

provide food, shelter, and clothing for their people today.

e Japanese have turned to because of the shortage of good land caused by the climate.

of the American plains and tell what steps were taken to remedy the situation.

s of the United States concerning the operation and further development of the Panama Canal.

ritual, ceremony, superstition, or fetish practiced by some cultural group and tell how it related to the

of clothing, will describe orally how the person must feel in the clothes.

oreign exchange student, write a paper about the country he has chosen to visit, and state his reason for

Corps program, giving his opinions about how it might most effectively function to promote the major goals

of the causes of floods and suggest means of controlling them.

ts.

ding up to off-shore oil drilling and write about the effects of this. He will assume the role of a reporter

ects of slums and ghettos in our cities and suggest remedial steps that might be taken.

GENERALIZATION	CONCEPTS	
	Culture	A. People are much alike in feelings and needs, B. People in other lands have customs and traditi C. People throughout the world today are striving the same time, making changes to improve the D. Individuals and groups of individuals of divers
Every region is an area homogeneous in terms of specific criteria chosen to delimit it from other regions. This delimitation is always based on an intellectual judgment.	Geographical approach	A. In the field of geography, attention is focused and on the interconnection among things and B. Many different kinds of processes of change ar biotic, economic, social, and political proces C. The distinctive purpose of geographic study is events related to unlike processes that are asso D. Geography has examined the interaction betwe interaction among diverse cultural processes or E. Geography seeks understanding of the causes F. Grouping events and concepts together by the principle by which to approach and analyze th

SUB-CONCEPTS

. People are much alike in feelings and needs, although they often differ in appearance, ideas, and customs.

. People in other lands have customs and traditions that have been passed down to them.

. People throughout the world today are striving to keep certain cultures and traditions that they value and at the same time, making changes to improve their way of life.

. Individuals and groups of individuals of diverse background have contributed to our cultural heritage.

. In the field of geography, attention is focused on the areal association of things and events of unlike origin and on the interconnection among things and events that are thus associated.

. Many different kinds of processes of change are operating on the face of the earth. There are physical processes, biotic, economic, social, and political processes.

. The distinctive purpose of geographic study is to develop concepts regarding the interaction of things and events related to unlike processes that are associated with particular areas.

. Geography has examined the interaction between man and his habitat but equally significant are studies of the interaction among diverse cultural processes or among physical and biotic phenomena.

. Geography seeks understanding of the causes and consequences of differences from place to place on the earth.

. Grouping events and concepts together by the area on the globe in which they occur becomes an orderly principle by which to approach and analyze them.

BEHAVIORAL OBJECTIVES

A. The student will identify the common basic needs and wants of people in China, Japan, and the Unit

B. The student will distinguish between the various types of family, social, and political life found in t
same nationality group.

C. The student will identify and discuss the people's efforts on the island of Guam in trying to retain the
to improve their way of life.

D. The student given a group of pictures associated with various cultural groups in America will point ou
to our culture, e.g., Mexicans, Indians, Chinese, Negroes, and Scandinavians.

A. The student will act as a businessman who is contemplating a new business enterprise that will engag
kind of business in which he will engage and giving reasons for his choice in a written report.

B. The student will identify the destructive processes involved in the destruction of California's hillside
suggestions as to how they could be corrected.

C. The student, from a select list, will identify limits of territorial waters claimed by various countries an
claim.

D. The student will explain why the Gulf of Aqaba is of vital importance to Israel.

E. The student will explain reasons for the short growing season in Alaska as compared to a relatively lo
grown in Alaska with pineapple in Hawaii.

F. The student will explain the similarities and differences found in the nomadic cultures of the Kazaks

BEHAVIORAL OBJECTIVES

d wants of people in China, Japan, and the United States.

es of family, social, and political life found in today's China, even though the people of this area are of the

orts on the island of Guam in trying to retain their traditions and culture and list the changes they are making

various cultural groups in America will point out ways in which each one has made significant contributions
Negroes, and Scandinavians.

plating a new business enterprise that will engage in production of either goods or services. He will choose the
reasons for his choice in a written report.

volved in the destruction of California's hillsides and canyon areas in the Los Angeles vicinity and make some

erritorial waters claimed by various countries and explain the rationale used by these countries to support their

f vital importance to Israel.

g season in Alaska as compared to a relatively long growing season in Hawaii, e.g., Compare cabbage

nces found in the nomadic cultures of the Kazaks and the Arabians.

SUGGESTED MULTIMEDIA FOR GEOGRAPHY--LE

STANDARD FOCAL REFERENCE GUIDES (Social Studies)

- Benefic
  - You and The World
- Follett
  - Exploring Regions of the Eastern Hemisphere
- Ginn
  - Your World and Mine
- Holt, Rinehart, & Winston
  - In the Eastern Hemisphere
- Macmillan
  - Living in the Old World
- Scott Foresman
  - Beyond The Americas

CONCEPT PENETRATION SOURCES (Social Studies)

- Allyn & Bacon
  - The New World's Foundations In The Old
- Benefic
  - How People Live In: Series
    - China
    - USSR
    - Japan
- Children's Press
  - Young People's Story of Our Heritage
    - The Orient
    - Europe
    - Ancient World Prehistory- 500 BC
    - Ancient History 500 BC - 500 AD
    - Modern World

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GGESTED MULTIMEDIA FOR GEOGRAPHY--LEVEL 6

Social Studies)

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Studies)

d

- Medieval World
- Architecture 3000 BC- Gothic
- Architecture Gothic - Modern

Let's Travel in the: Series
- Philippines
- South Seas
- Soviet Union
- Greece
- India
- China
- France
- Japan
- Italy

Fideler
- Africa
- Asia With a Focus on Southeast Asia

Field Education
- Japan, Home of the Sun

Ginn
- The Human Side of World History
- Man's Past

Laidlaw
- Understanding Your World: Series
- World Background for American History

Macmillan
- Readings in Medieval and Early Modern History

Merrill
- The Ancient Near East
- Long Ago in the Old World
- World Civilizations Time Line

FILMSTRIPS

Bailey
  Africa: Devil Continent
  Japan: Asia's Modern Power
  Southeast Asia: Past and Present
  Berlin, The Divided City

Encyclopaedia Britannica
  Medieval Europe
  Ancient Rome

Eye Gate
  The Story of America's People: Series
  Seven Regions of the World

Learning Arts
  Africa Regional Geography
  Our Heritage From the Old World

Library Filmstrip Center
  Alexander the Great
  Chief Roman Deities
  The Twelve Caesars

McGraw - Hill
  China and Her Neighbors
  World Geography Series

Photo and Sound
  Australia, Indonesia, Philippines
  India and Ceylon
  Land of East and Southeast Asia
  Soviet Union Today

Society for Visual Education
  Africa, the Land of Developing Countries
  Living in China Today
  World History Series

TRANSPARENCIES

Allyn and Bacon
    Alpha Map Transparencies

MAPS AND ATLASES

Hammond
    My First World Atlas

Merrill
    Merrill School Atlas

Rand McNally
    World Atlas

RECORDS

Social Studies School Services
    World Landmark Enrichment Records

16mm FILMS

Coronet
    Globe and Our Round Earth

Encyclopaedia Britannica
    Changing Matilda: The New Australia

McGraw - Hill
    Animals of Africa
    Siberia: A Day in Irkutsk
    Israel: Making a Land Productive
    The Middle East: The Need for Water
    India: The Struggle for Food
    India: Urban Conditions

Thailand: Winds of Change
Our Immigrant Heritage
European Culture Region
China: Social Revolution
Oceania
Afghanistan: Emerging From Isolation
The Old Africa and the New
New Zealand: Its Farms and Cities
Turkey: Modern Reforms
West Germany - Industrial
South Africa
Yugoslavia
China: The Awakening Giant
Scandinavia - The Rewards of Excellence
Country Called Europe
Low Countries, The Very Much Alive
Greece - So Rich, So Poor
Iran: The Struggle to Industrialize
The Philippines: Island Republic
Feeding One Quarter of the Human Race
Australia: Challenge of a Growing Nation
Japan: A Nation of Growing Cities